

It is impossible not to share the dismay with which comprehensive heads up and down the country have received the news of the University Grants Committee's advice on cuts, with all that it spells out in terms of loss of grant, courses, and reductions in student numbers.

Coming at the time when the 18-year-old generation is approaching its peak this amounts, so far as the schools are concerned, to yet another blow to a battered generation. Now it is the turn of the most able of the rising generation to have their chances squeezed, just like their less qualified peers already facing a future without jobs.

Since this paradoxically most egalitarian of governments is unequivocal about cutting public spending right across the board, it is reasonable to insist that higher education must bear its share. After all, it has for some time had an unfair share of educational resources, and some redressing of the balance might be thought overdue, though this was a matter ducked by succeeding governments.

But it is the speed, scale, timing and manner of the cuts which is now delivering such a stunning blow to our university system, and to the futures of many of the brightest children now working their way hopefully through O and A level courses in our schools. Or as Dr Edward Parkes, chairman of the UGC, said in his letter last week to vice-chancellors: "There is no single definitive solution to these problems, partly because the rate at which resources are being removed from the university system necessarily leads to disorder and diseconomy whatever path of change is followed, and partly because reductions in resources are being imposed at a time when demand for university education is still rising."

One important element in the ensuing agonised debate which we should be very clear about is that it is the Government which bears the responsibility for the scale and timing of the cuts and not the UGC. The UGC has been heavily attacked by hasty critics both for carrying out the exercise, and for the manner of it, but it deserves instead some credit. It would be idle to go along with the political polemic which says that the UGC is simply carrying out the Government's dirty work, instead of acting as a pressure group for the universities. The Government should indeed be grateful for the immensely sophisticated and responsible operation which the UGC has carried out over a long period (and which has diverted fire from Mr Mark Carls, the Education Secretary, and his strangely silent lieutenant for higher education, Dr Rhodes Boyson). The committee exists to advise the Government on the distribution of money to the universities and that is what it has been doing. Admittedly, the manner in which it carries out this go-between role had been evolving into something more interventionist and manipulative, but that



EDUCATIONAL SUPPLEMENT
PO Box 7, 200 Gray's Inn Road, London WC1X 8EZ. Tel 01-837 1234

The UGC charts a path through disorder and diseconomy

works both ways. It has to start from the reality of cuts in public expenditure, and it chose to do this the hard way in order to minimise the inevitable effect on standards.

It decided to eschew a flat percentage cut across the board, or the closure of whole institutions and, although it is obviously possible to argue with some of the answers so laboriously arrived at, the committee was right to make decisions which took into account a host of factors, not excluding quality. This is not something which has been seriously attempted as cuts have hit other sectors of the education system. Nobody has dared to take advantage of the fact that we need fewer teachers at a time of falling rolls to weed out or improve the quality of the teaching force, for example, though the ACC did raise the matter at last only last week. Natural wastage and "last in, first out" have been the inevitable watchwords, and if that meant that subjects disappeared willy-nilly from the curriculum then so be it. In general, nobody has been prepared to attack head-on the problem of keeping up the quality of a contracting system. The UGC has tried to do that, both by examining the nature of each university department's contribution to the national picture, and by seeking to preserve minority subjects.

It has been publicly attacked for its pains. This is hardly surprising when the criticism comes from the worst-bit universities, though closer examination mostly shows that the cuts for those with good track records on technology are to be made in arts and social sciences departments. Privately, many people connected with higher education would agree that the UGC has gone the best way about reducing disorder and diseconomy to a minimum.

In any case, if the UGC is not sufficiently answerable to anyone for its life-or-death decisions, what are the alternatives? Analysis by UGC sub-committees is at least judgment by peers. Would the doomed departments have felt more confident about the sort of arbitrary decisions handed out by the men from Whitehall or, a fate worse than death perhaps, by the minister of state with responsibility for higher education?

Which brings us back to the role of the Government in this whole sorry affair. Whichever way you see the role of the UGC, there is no doubt that ministers and the department have been only too thankful to have the hard work done for them. It therefore seems all the more unforgivable that they are dragging their feet on two matters outside the power of the UGC, which have a serious bearing on the whole higher education exercise.

In the first place, the scale of cuts in staff numbers envisaged by the UGC cannot be achieved by natural wastage or accomplished without redundancies. Who will pay for them? The universities will not be able to afford to pay all their existing staff, or to get rid of them. The Government has created the position, but the continuing argument about who picks up the bill may well postpone action.

The other absurdity about this traumatic reappraisal of the universities and their work is that higher education is not being looked at across the binary divide. There is no comparable exercise for polytechnics and colleges, because no central body equivalent to the UGC exists for them, and there are certainly not the facts and figures to carry out such a sophisticated

operation. It looked recently as if the Government was going to push through plans for just such a central body, but it seems to have faltered in the face of opposition from the local authorities. Meanwhile, public sector higher education is being cut all right, but it is the usual story of haphazard attrition rather than careful planning. There can be no certainty, in short, that the polys will be able to pick up the pieces when universities have to reject would-be students with A levels which ought to qualify them for higher education.

When the public spending cuts affecting higher education were announced in March - though not everyone was sufficiently alert to their implications - Maurice Peston wrote in these pages that this marked the end of the Robbins era. Almost every word of his predictions then has been justified by the reality of the UGC's advice, although it may be a matter of semantics how the Robbins principle is interpreted. The Robbins Report talked of a place in higher education, rather than a university, for every student suitably qualified by two A levels.

Simple arithmetic suggests that when an increasing age group meets the cuts in student numbers, some candidates will fail to get the university place they seek. We can't know yet how the chances will vary between universities and between departments, but there is already evidence that higher grades are being looked for and it is increasingly likely that students with good A levels will be turned down. They may or may not find a suitable alternative in a polytechnic or college; more anxiety and waste seem inevitable.

It seems that the UGC is not going to take a tough line with universities which exceed the student target numbers laid down for the coming autumn. They have also persuaded the Secretary of State that the whole cutting exercise should be extended over four years instead of three to '84-'85 which in theory takes us just past the peak year of the age-group, if we are thinking about 18-year-old entrants, whose numbers reach their highest peak in 1982-83. But the average age of first-year students is now 20, so the problem is still with us even if all cuts in student numbers are postponed until the last year possible. Even then, the birth-rate has not fallen among the traditional university-going classes.

In any case, this begs the question of what the Government should be doing to open up higher education opportunities to those families who have not used them before, or to people who are ready to take them up later than the time of the traditional A level hurdle. It might just have been possible to accept a cull of resources at 18-plus if it were in order to give advantage to other people, but it isn't. At a time when we need opportunities to be opened up to our school-leavers, of whatever age or qualification, they are being further restricted.

minders, ranging from fire blankets to drop-in centres and play buses. Thirty-two of the 102 authorities in the survey provided four or less of these facilities, compared with 18 (a combination of high-spending urban authorities and low-spending counties) who provide 15 or more.

There is nothing surprising in these results - except that they relate to a particularly favoured group of minders after a decade of publicity about childminding, and various attempts to improve matters. If energetic members of the National Childminding Association work under these conditions, the situation of less aware minders is likely to be much worse.

It is all too evident that there will be no significant expansion of state day-care facilities in the foreseeable future. But is it clear from this survey that a little money spent to help minders - on practical things like insurance and equipment, on drop-in centres and financial support to local self-help groups, and on training - do in fact make a big difference to minders. For one thing, such support makes the minders feel respected and valued. *Who Minds about the Minders?* by Angela Goulter. The Low Pay Unit, 9 Poland St. London W1V 3DG. Price £1.00.

No comment

"Because school pupils are graded like ballet eggs throughout their fourth and fifth year of schooling... the undoubted consequence is that you have the sheep and goats... the success and failures - syndrome." A. A. Teagart, speaker at last week's National Education and Training Conference.

Select Committee hears claim that projects are not widely known MPs put Schools Council on the spot

by Bert Lodge

The effectiveness of the Schools Council, already under review by the Government's Trenaman committee, was attacked this week by a committee of MPs.

Representatives of the Schools Council faced aggressive questioning from MPs of all parties on the effectiveness of the council, and schooling in general.

Facing the Select Committee on Education, Mr John Mann, the council secretary, defended a suggestion from Mr Tim Brinton that a survey has shown few teachers aware of the 180 projects the council had produced.

"The survey showed approximately one in three of the country's secondary teachers were aware of the council's activity," Mr Mann said. "In an average local authority, this could mean 800 teachers using coun-

cil's materials. Almost every school in the country is using council work on primary maths. All this, from a budget of less than half of one per cent of what the country spends on education."

A challenge on the value of the Schools Council document on The Practical Curriculum from the committee chairman, Mr Christopher Price, was taken up by the CBI representative on the council, Mr Jim Deboo. The council document was considered more valuable by the CBI than a similar document from the DES, Mr Deboo said. But he did concede that "maths is still taught in a pigeon hole without the individual learning the application of the subject later on."

He also criticised the teaching of modern languages. There was too much emphasis on the study of texts and not enough on oral fluency.

"You can invite the candidate at an oral examination to sit down in the language being examined and he remains standing."

Mr Price also asked about a recent report on multicultural education which the council had not published in full. He wanted to know what mechanism there was that could let that happen.

Mr Mann replied that under improved ways of working, that could hardly happen again. There was now a tighter control of research projects. In the case referred to, the council had come to the conclusion that five chapters were tendentious and unscholarly.

The council representatives were asked by Mr Dafydd Thomas if they were preparing young people for unemployment. Mr John Tomlinson, the council chairman replied: "We

utterly refute the idea that we should train children in schools for unemployment. It is our job to bring out the maximum of their potential which they can then apply in any capacity."

© The Government has not yet decided whether it will force local authorities to provide adult education. Mr Mark Carls, the education secretary told the committee earlier in the week.

He said he was waiting for the results of a working party. He said the 1944 education act was "extremely woolly" on that point. It was clearer "on the nursery end than on the adult education end."

When asked by Mr Christopher Price if he meant to make the law clear and enforceable, he said: "Clear, yes, but I hesitate on the word enforceable."

Race bias claims lead to call for resignation

by Diane Spencer

Teachers this week called for the resignation of a local community relations chairman who claimed coloured pupils got the worst schools and teachers.

Last week, Mr Bob Walker, a Guyanese-born fraud officer with London Transport, said parents in the London borough of Brent were so disillusioned with their children's education they wanted to set up a school of their own.

He claimed that a system of educational apartheid was operating in the borough with south Brent with its 80 per cent West Indian and Asian population getting the worst schools and teachers. Pupils in the southern part of the borough spend too much time on games, music, steel bands, Mr Walker alleged, and not enough on basic subjects. Teachers had poor aspirations for West Indian pupils.

Mr Malcolm Horne, a national executive member of the National Union of Teachers and a teacher at Willesden High School, said this was absolute nonsense. Mr Walker had no evidence for saying this.

Mr Douglas Beaumont, local president of the National Association of Schoolmasters/Union of Women Teachers, said much of the problem of underachievement was caused by West Indian home background.

"We believe it is because parents do not take sufficient interest in their children's education - on a good night, we only get one in ten West Indian parents turning up on a parents' evening," he said. His union is calling for Mr Walker's resignation from the CRC.

Mr Walker said the school for black children was still in the planning stages but he hoped it would start next year. He said lots of West Indian parents were already sending their children to private schools outside the borough, or spending £6 an hour on extra lessons for their children.

"We want our children to get U and A level with the ultimate objective of going to university so they can play a full part in society and compete for jobs. We had better get something done before it is too late: are we going to have black English ladies and gentlemen or are we going to produce hoodlums?"

Miss Gwen Rickus, director of education, said it would be a pity to set up a school that would be divisive of the community, but people were free to set up independent schools.

She said the authority had been sensitive to the worries that Mr Walker had and they were finding ways of making education better for all children in the borough.

Emergency meeting on ILEA finances

An emergency meeting of the Inner London Education Authority's finance sub-committee meets next Tuesday to discuss an unprecedented £37m deficit which ended the last financial year. Mr Bryn Davies, ILEA's leader, has said he opposes both raising a 2.5 pence supplementary rate or cutting services to cover the debt. Teachers' pay awards are partly blamed for the large overspend.

Green Paper on running the polys

Cabinet ministers approved on Tuesday a draft Green Paper setting out two alternatives for a national body to run colleges and polytechnics.

The paper, which will be published by the end of the month, poses a choice between the DES favourite - a body similar to the University Grants Committee, dealing direct with less than 100 institutions - and the less centralized scheme supported by the Council of Local Education Authorities.

Students saw private references

Confidential references have fallen into the hands of at least three students at the Institute of Education at Warwick University, after they applied for teaching jobs.

Miss E. W. Robinson, assistant director at the Institute this week expressed serious concern about the documents being returned direct to students by I.E.s. "We have always assumed that students do not see their references which are written in confidence."

Move to improve science lessons

A consultative paper on how to improve and increase science teaching in schools will be issued by the DES later this year. Announcing this last week Lady Young said it was not acceptable that some fourth and fifth year pupils should be allowed to drop the subject or study only one branch of science.

The paper is also likely to urge stronger links between science and other subjects. "Art, home economics, craft, design and technology and many others offer scope for putting science into action."

Call for more in-service courses

Student teachers should not be trained in any institution which is not also running courses of in-service training for teachers in the schools, a conference of teacher trainers was told last week.

Mr Malcolm Lee, president of the teachers' union NATFHE, told the union's in-service education section that recent recognition by the Manpower Services Commission that in-service training for teachers was part of the overall programme of education for adults was to be welcomed.

Plea for sixth forms

A strong plea to keep the traditional sixth form was made this week by Mrs Molly Hattersley, head of Creighton School, Haringey, and president of the Secondary Heads Association.

Her remarks, which appear in the latest issue of *Parents and Schools*, the magazine of the Confederation for the Advancement of State Education, appear to run counter to those of the Labour Party.

The Party's policy document on 16-19 provision, still in draft, advocates radical reform of provision for this age group although it is likely to stop short of proposing a nationwide break at 16.

Mrs Hattersley is a member of the education sub-committee of the Labour Party NEC.

Commenting on supporters of tertiary colleges, Mrs Hattersley says: "There is a danger that in their enthusiastic promotion of an entirely separate type of institution for the third stage of education, some of those involved make a virtue out of necessity, and in so doing ignore the advantages which continue to attract thousands of young people to opt for the sixth form, in areas where they have a choice."

If the sixth form in an 11-18 comprehensive can provide a big enough range of good courses, she continues, those who choose to remain at school can enjoy a different status and a degree of independence while benefitting from continuity of teaching, of guidance and of relationships.

She thinks this can offer the best of both worlds for young people whose level of maturity at 16 is not always as advanced as it appears, and for whom the stability of a known environment may be important.

Not all schools can meet these conditions at a time of falling rolls, she says, "but that in no way invalidates the strong case for retaining the 11-18 option where this is possible."

Rethink urged on young offenders

Radical proposals for dealing with young offenders were outlined in a report published this week by the influential Parliamentary all-party penal affairs group.

The group calls for a reversal of the trend of locking up more juveniles, as punitive measures have failed to contain crime among the young.

Among its 66 recommendations, the report calls for restrictions of the courts' powers to impose custodial sentences for offenders under 21, the phasing out of prison department custody for under 17s and a new residential order for persistent or serious juvenile offenders.

"Instead of the shopworn alternatives of community-based alternatives available to the courts including intermediate treatment programmes, professional fostering schemes, community service and attendance centres, money should be added to the rate support grant to develop intermediate treatment and local authorities should have a statutory duty to provide a minimum amount of it."

The group argues that its proposals would result in a more humane, more cost-effective and more just response to juvenile offences and a more rational framework for trying to contain juvenile crime.

Young offenders - a strategy for the future by Gary Rose Publishers Ltd. Little London, Chichester, Sussex. £6.85.

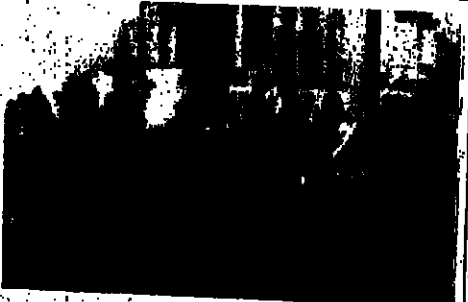
Comment

After the fire

It is difficult to believe that either the Home Secretary or the Chief Constable for Merseyside has any very clear idea of the home life of the average Liverpool juvenile. Mr William Whitelaw and Mr Kenneth Oxford are right to believe that a solid family background and the discipline that goes along with it would be one of the most effective preventives to young children and teenagers roaming the streets and getting into trouble late at night. They are a long way from reality if they think that those sort of traditional conditions have much hope of flourishing in a decaying inner city area like Toxteth, where fathers and bigger brothers and sisters stand a fifty-fifty chance of being out of work, and mothers are coping with the no-hope life that is a consequence.

That is what is meant by the social cost of the Government's economic policies. The Government has almost been certainly holding its breath for a long time now to see just how high an unemployment figure could be reached before the explosive reaction got out of hand. It looks as if that reaction is building up this autumn, and hitting the headlines more inevitably than the more controlled People's March which also started from Liverpool.

It would be much too facile simply to blame unemployment for conditions and events which it is nearly impossible to say anything constructive about.



A member of the Merseyside Community Relations Council said this week that the Home Secretary had "accepted the need for response to the underlying issues which we indicated were racism, unemployment, education and police behaviour."

In a city like Liverpool it can be seen more clearly than usual that the educational issues cannot be separated from the others. Perhaps we should be grateful that no public person has so far seen fit to blame the trouble on lack of control in the schools. We can at least be sure that the teachers of Liverpool are close enough to their pupils and their families to understand the background against which they are working, and the effect of the life without prospects that face so many of them when they leave school. It is not surprising that it was a Liverpool teachers' Brian Thompson, who prophesied most accurately the likely course of events in "Before the Fire". So far the schools are holding their breath as they wait for reactions.

As the week has gone by, news of the copy-cat riot popping up all over the country has spread. It may be that if young people stay home watching television they will only get more ideas put into their heads about barricades and petrol bombs.

A minder's lot

Yet more evidence is published this week about the unhappy lot of childminders - the favoured solution of this government and the last to the problem of providing day care for young children of working mothers, without spending any money on it.

The Low Pay Unit conducted a survey of members of the National Childminding Association. Replies came from 833 minders, with more than 2,000 children in their care. Presumably, as the report says, minders prepared to answer a detailed postal questionnaire about their earnings and expenses and the support they get represent an exceptionally dynamic and professionally conscious group.

The average net weekly income for these minders was £15.92. Seventeen per cent of them earned less than £10 a week gross. These earnings, of course, carry no rights to sickness pay, holiday pay or unemployment benefit. Many of the minders worked for more than 40 hours a week.

But these low earnings represent a high cost to the mothers employing the minders, many of whom may be paying a third to a half of their income in childcare costs.

Meanwhile, the hopeful experiments in supporting minders that started in the 1970s have been stifled by expenditure cuts. Only one minder in the survey was salaried - she was paid a retainer of £23 a week plus £13 for each child, and her net income was £35 for a 48 hour week. But she was employed by a voluntary group.

The survey asked about 26 possible items which local authorities sometimes provide for

Platform

John Oates outlines the grassroots reaction to a recent study of nursery centres

Taking stock of the new



Woodlands Park Nursery Centre in Haringey, London

Picture by Mike Abraham

Having established a 40 place combined nursery centre at the Open University three years ago and been responsible for its management, I have come to believe that this model of pre-school provision has a great deal to offer as a means to meet family needs.

Our independence has given us the freedom to experiment and change, yet we are still feeling our way towards meeting our aims, partly because of the lack of general guidelines and evaluative evidence. Of course each combined centre is unique in its layout, staffing and local needs and such generalizations are not easy. However, centres do seem to share an especially new and fresh way of providing for the needs of families with pre-school children.

Like many others, I turned to *Combined Nursery Centres*, the National Children's Bureau's recent research report, for objective evidence against which to evaluate this concept. At a time of ever-increasing scrutiny of services for their cost effectiveness, anyone considering establishing a combined centre and those already working in and responsible for existing centres must look long and hard at the potential advantages and disadvantages.

The authors of the report hope that it will be seen as "a positive contribution to further attempts to create a more unified and integrated service for the under-fives".

After reading the report and speaking to staff from other centres, I suggested a meeting to discuss reactions. On May 8, senior staff from 14 centres, including three of those studied by the NCB team, met at the OU. This article, based on that meeting and further contributions from many centres, is our first response to the study.

A great deal of concern was expressed by all present at our meeting that many aspects of the research and its presentation will do more harm than good for the continuing development of combined centres. Despite the reservations rightly made by the researchers that generalizations from their findings must be made with caution, we feel that the paucity of research on centres, and the way the NCB report is presented, will lead many to assume, incorrectly, that the picture created by the report is characteristic of centres in the 1980s.

It must be emphasized that the NCB research studied only four centres in their early stages of development. In 1975, when research first started, there were only about eight centres in operation, but there are now more than 30. So a double difficulty arises in using the NCB results: those wishing to find out about centres' advantages and disadvantages have to rely on evidence from a very small sample that is already more than four years out of date.

For combined centres, these four years have been a period of rapid change and development. The early centres, including those studied by the NCB, were real pioneers in a form of provision for which there were no British precedents, and it is significant that not a single centre has closed and that the numbers have increased four-fold. The pioneering spirit of centres continues to generate excitement and stimulus for those working in them who feel that the report fails to portray the strength of commitment they have to meeting the challenges of integrating services for the under-fives.

Many of the problems discussed in the report are typical of the early teaching troubles of any major innovation of this kind, and the roots of grievance lie outside the centres themselves. In traditional attitudes to pre-school provision and the increasing unavailability of nursery places, combined centres have a right to be proud of their achievements. It is to be hoped that the report will not be used to undermine their confidence.

Centres are fighting against such

an arbitrary separation of services in the belief that the present and potential advantages of integrating care and education for the under-fives far outweigh the difficulties. The disturbing aspect of the report is the lack of discussion of the potential of centres against which to set the undoubted difficulties of radical innovation.

It is here that generalizations are sorely needed: in the development of a general view of what centres have to offer that no other existing service provides. Not that centres could ever be a universal panacea, but that in certain settings they may indeed be the most appropriate and cost-effective solution to a variety of unmet community needs. One of the areas given particular attention by the NCB team was that of staff attitudes, and indeed, centres themselves would agree that this is one of the most important issues to resolve.

We feel, though, that the NCB team's "illuminative" approach seriously misrepresents "the complex reality" of centres, because insufficient attention was given to involving staff in formulating hypotheses and analysing findings. A less problem-focused approach might well have produced a very different view of the staff in the centres. Even still, however, the reader is left with a great deal of doubt as to how representative are those staff attitudes described and supported by supposedly verbatim quotes from interviews, despite the fact that they were not tape-recorded.

The selective noting and use of quotes is always a risk in research, the clearer, more, articulate and strongly put statements inevitably push themselves forward for attention. One way of shedding light on this is to turn to the team's observations of staff, where one finds little

evidence that the supposed attitudes of centre staff reflect directly in behavioural differences from their counterparts in day nurseries or nursery schools, once differences in working conditions and other constraints are taken into account.

The research team recognized the difficulties in finding appropriate "yardstick" nurseries for the comparative aspects of their research, but felt that these had been overcome by selecting other nurseries serving areas and families "as similar as possible" to the four centres. However, the comparison nurseries were inevitably much longer established than the centres and were in more settled areas. While the statistical technique of analysis of variance does allow one to estimate the effect of background variables, it is essential to examine all those background variables that might possibly be active.

In the quantitative parts of the research, number of siblings and social class were the only true background child variables examined. The other factors included were age, sex and length of attendance. Social class did not significantly affect the findings, although, interestingly, number of siblings appeared to be the most influential variable. It is hard to gauge this effect, as only significance figures are given and it is not clear whether parts of the study other than the cognitive and social/emotional testing were analysed in this way and so, what the results were.

The research team were also interested in detecting longer-term effects of centre attendance on children, and to this end, carried out some follow-up testing of selected cohorts.

Unfortunately, perhaps because of limited resources, the opportunities offered by the approach were not

fully realized. Only children aged three or over were followed, and it is felt by many centre staff that the under-threes may benefit as much or more from the special environment of the centre.

Also, the follow-up was only for one year, and it is well-known, particularly from the Head-Start research, that effects of specific pre-school intervention tend to appear to "wash out" in as short a period as eight weeks and that there may be a "sleeping" effect whereby benefits only appear some years subsequent to the intervention.

Finally, the follow-up only used the English Picture Vocabulary Test, which is hardly an all-round measure of development, and is unlikely to assess more than a very restricted set of cognitive skills, as its low correlations with other tests suggest.

Surprisingly, there is little information in the report on parents' views of the four centres. Senior staff in centres see their role as far broader than simply caring for and educating the children, being primarily family support, even extending more widely into the local community. If this is so, then it is the effects on families that must be evaluated.

Of course, it is easy to be critical of a piece of research that, with acknowledged limited resources, has attempted to do so much. But it is also easy to be complacent, only on certain aspects of the complexity of the four centres' provision. It is the feeling of many centre staff, however, that an unfortunate outcome of this selectivity has been a lack of evaluation of those features of centres that they see mark the real contributions and potentials of their organizations.

One of the more important special characteristics of centres that has developed since their inception is their ability to respond flexibly to a wide

range of family needs and crises, and to changing circumstances. This openness, for example, in flexible policies over attendance hours, fosters a greater acceptance of families' individual circumstances and the development of stronger and deeper family-centre links.

This early intervention in the short-term difficulties of families plays an important preventative role. Indeed, prevention rather than cure is one of the key factors in considering the cost-effectiveness of centres: not only in terms of family crises, but also in terms of the early identification and alleviation of potential developmental difficulties of children.

The social and age mix in centres is also seen as a positive factor for all children, particularly in supporting children with less advantaged backgrounds and increasing opportunities for their development. The wide age-range of children cared for also allows greater continuity in family support. Indeed, continuity is the second major advantage to be noted, and has a number of implications for children in centres, their parents and families and for the centre staff themselves.

For children being fostered, or otherwise in care or at risk, the centre provides a long-term stability of settling and relationships, a factor increasingly being recognized as of central importance to optimal personal growth. This benefit can also be seen as extending to the development of families through long-term involvement with a centre and its staff.

In terms of staff development there is a strong feeling that the special features of centres, in particular their multi-disciplinary staffing and the wide age-range of children catered for, make for an environment that has great potential for the broadening of staff views of their roles and the development of their professional skills.

Of course, this takes time, and it can take upwards of six months to a year for a new recruit to function fully as a team member. Perhaps this could be strengthened by specific training but practical experience in centres itself offers the new recruit great opportunities for personal and professional growth with consequent benefits for the children and families.

The iniquitous separation of care and education provision for pre-school children, replicated to a greater or lesser extent in all centres in their buildings and staff deployment, has led to only a slow development of the potentially wide-ranging advantages of fully integrating these approaches across the age-span. Certainly, recent research on abilities and learning in babies and toddlers is causing a revolution in thinking about how far they can benefit from planned educational provision.

This is perhaps the next major challenge for centres: once the problems of bringing together a multi-disciplinary professional team are resolved, the needs of fully using these professional skills to the benefit of all the children, of whatever age, must be fully grasped. There is a long way to go, but centres are still young, and their development to date pays tribute to the strength of purpose and commitment of those who feel they have a vital role to play in the years to come.

It would be a great opportunity lost if their development is not sensitively monitored and evaluated, so that policy-makers and practitioners may be kept informed of their potential. For our part, we in centres have been stirred to make our experience more widely known, and are working together to produce further material describing our centres and how we feel they meet the varied needs of the families they serve.

John Oates is a lecturer in psychology at the Faculty of Educational Studies at The Open University, and chairman of the OU Children's Centre.

Young Socialists' activities discounted as cause for violence.

Teachers predicted Liverpool riots after Bristol

by Bob Doe

The rioting in Liverpool was predicted by teachers in the city months ago.

Mr Brian Thompson, the Liverpool 8 teacher who compiled the prophetic report *Before the Fire*, was on the street during much of the rioting and believes that after the initial "outburst of long held bitterness" by local people, outsiders moved in to exploit the violence and looting for criminal ends. He even thought it possible that right-wing extremists were using the riots as a chance to smash up an immigrant area.

This week, teachers in the charred and battered Liverpool 8 area also discounted claims that the violence was sparked off by left-wing activists stirring up children and young people.

The hastily produced Labour Party Young Socialist leaflet blamed provocative police action for the "spontaneous" riots that broke out in Toxteth. But like just about everyone else this week, the YS say the underlying cause was that half the working population of Liverpool 8 is in fact not working and that whole generations are living out lives of hopeless and desperate indignity in the most appalling housing.

"Street fighting, burning and looting" were not the way to solve these problems, the YS sheet said. But it achieved national prominence through Parliament this week for the section hurriedly copied from a similar YS document issued in the wake of the Brixton riots. This called for the withdrawal of all charges against those arrested in the riots and their immediate release.

The Labour Party in Liverpool has disowned the leaflet.

The YS was also in evidence at a disturbance at Netherly Comprehensive School in Liverpool last month. According to the local education authority, pupils rampaged around the building. According to YS, they were on strike against a new and complicated timetable based on a six-day cycle.

The YS handed out leaflets at the school asking "How can we challenge the way certain headmasters run their schools?" and calling for schools to be controlled by joint committees of students, caretakers, cleaning staff and teacher unions with staff, pupils and parents planning the curriculum.

Eyewitnesses of the Toxteth riots repeatedly spoke of ringleaders and organizers, usually white and often wearing a Balacava or mask. But no evidence has been produced linking these mob leaders to the YS.

Many of those involved seemed to have been very young, and, after a while, largely white. Black youths objecting to the way the police pursued one of their number wrongly thought to have stolen a motorbike seem to have been the trigger, but they were soon outnumbered by whites.

Among those arrested were 21 children between the ages of eight and 16. One 13-year-old girl was arrested for arson, a 15-year-old girl for passing a policeman with a brick. The Liberal chairman of the Liverpool City Education Committee, Mr Michael Storey, said that all he received information that he had



The aftermath of the Toxteth riots.

Liverpool: 'It could happen here next' warns report by teachers

by Mark Jackson

An explosion of community violence is set to be triggered in Liverpool, schools were warned this week. A report by a team of teachers and social workers said that conditions were close to those in Bristol last year.

The report, issued by the relations sub-committee of the Liverpool Teachers' Association, was prepared

and the police over the past few years - and condemns muggers and bag snatchers for helping to bring increased police pressure on the rest of the black community.

It accuses the local education authority of ignoring recommendations of its own working party on the necessity of giving priority to black

appointment of black advisors to careers officers; and the transformation of schools in the black areas into community schools.

A further section charts the growth of attacks in the past year on black and on Jews - by the city's right-wing and fascist groups. Merseyside's constable, Mr Kenneth Oxford, its

From The TES, April 17.

troublemakers may not have been local. Teachers from nearby Walton had recognized some of their pupils on the streets of Toxteth.

Experienced teachers in Liverpool 8 schools were sceptical about the effectiveness of YS efforts to organize school children, for riots or for anything else. The teachers were sure they would have heard of this from their pupils.

Teachers tended to confirm the stories of some heavy-handed policing in the area. *Before the Fire* last April claimed relationships between the police and black youth had been deteriorating for years in what is one of Britain's oldest areas of black immigration. The local police received

50 copies of the report. There is little doubt that a deteriorating and deprived area like Liverpool 8 breeds crime. But the

impression is now widespread that just to be a young person on the streets there or to have an address in Liverpool 8 is reason enough to be stopped, searched, insulted and harassed by the police.

Mr Thompson said this week *Before the Fire* made a great mistake. By concentrating on the blacks, it underestimated the extent to which the whole of the working class in Liverpool was being neglected. "I'm not saying 'I told you so'. By the time the report came out it was probably too late to do anything anyway."

Neither were other teachers in Liverpool 8 pretending this week that spending more on education would necessarily have prevented the riots. In the way more jobs and better housing might have. But they feel community morale has not been

helped by cuts in plans for community schools, the closure of certain neighbourhood comprehensives and city-wide selection to prestigious former grammar schools that effectively gives neighbourhood comprehensives secondary modern intakes.

The schools are generally well staffed and equipped because of the rapidly falling rolls but they are very shabby, ill-maintained and often overgrown with weeds.

Shorefields Schools, one of the largest in the area, claimed more than 95 per cent of parents attended open evenings.

A survey in the same school revealed that 50 per cent of fathers were out of work and that between 20 and 30 per cent of the children came from single parent families. Last year 36 out of 230 school leavers got jobs.

Sheffield: A riot prevented

by Diane Spencer

The close relationships built up between two Sheffield youth workers and local skinheads may have played a major part in preventing a riot in the city centre.

Ironically, the same two workers were blamed last week by the Chief Constable of South Yorkshire for leading a campaign of vilification against the police.

Four weeks ago, around 400 skinheads marched through Sheffield protesting against police violence and harassment. Six weeks before that, youth workers heard the youngsters talking about throwing petrol bombs instead.

So it could have been Sheffield, not Liverpool that hit the headlines first. Instead that march got two paragraphs in *The Times* when a break-away group from the demonstration chased through the Crucible Theatre causing less than £100 damage. (Reports at first said it ran into thousands of pounds.) Several Labour councillors joined in the march including the deputy chairman of the education committee, Mr Mike Bower. Last week, Mr James Brownlow, chief constable of South Yorkshire, blamed two youth workers for leading a campaign of vilification against the police. "The campaign was orchestrated by other than the skinheads," he told the police committee. He referred to a document circulating in the city signed "Chris and Jennie."

Skinheads were responsible for more than 44 per cent of robberies, "and a staggering 56 per cent of all offences of assault, both minor and serious." Some 588 were either arrested or reported on summons for a variety of offences and 127 were described by victims as "of the skinhead fraternity (though they were not traced)."

Mr Chris Strawford, a senior youth worker with 16 years experience, denies leading a campaign against the police. He and his colleague, Miss Jennie Merriman, work closely with the youths, mainly skinheads who hang around the city centre.

Once Miss Merriman had discovered the extent of skinhead anger and frustration at what they described as "aggressive police tactics" against them, the two of them had "done some very serious talking with the young people, the police and councillors."

The skinheads claimed that the police wanted to keep them out of the city centre and use violent and illegal methods to do this. With the help of the youth workers, they compiled a dossier of incidents when they claimed they were beaten up or abused by police when they say they were not doing anything.

Things came to a head on May 10 when a youth was arrested and his friends retaliated and a police officer was attacked and injured. Miss Merriman, in a report to the education authority, said "this was closely followed by a series of indiscriminate very severe beatings, harassments and arrests."

When the heard of the events next day, her clients, with Brixton fresh in their minds, were talking of staging a similar form of protest. Two days later they calmed down and decided on a peaceful demonstration instead.

Those youngsters have been travelling into the city centre in increasing numbers as unemployment has increased. Cheap bus fares allow them to meet their friends from outlying areas, and, if they don't like joining youth clubs, they have nowhere to go except congregating outside amusement arcades or in the underpasses and multi-storey car parks that abound in the concrete heart of the city.

Common Market subsidy will cut the cost of school pintas for l.e.a.s

by Biddy Passmore

A Common Market subsidy on school milk worth up to £25m has finally been secured by Mr Peter Walker, the Agriculture Minister. It will be formally announced next week and should come into operation in September - 10 years after Mrs Margaret Thatcher, as Education Secretary, withdrew free milk for many schoolchildren.

Under the scheme, local education authorities will be able to reclaim 75p on each pint of milk they provide - about three quarters of the

cost. They may decide to meet the rest of the cost themselves or raise it through charges.

Ministers hope the subsidy - much more generous than one that operates at present - will help to increase consumption of school milk. Since the 1980 Education Act removed any obligation on l.e.a.s to provide free milk, six have stopped it altogether and 60 provide it only in cases of medical or special need. Consumption has slumped from 60m to 45m pints a term.

The scheme, first announced by Mr Walker last spring, became bogged down in negotiations in Brussels and among Government departments in London. The Treasury insisted there should be no cost to central funds and said the quarter of the cost to be met by the member countries must come out of local budgets. The European Commission, however, refused for many months to accept that a collection of payments from British local authorities represented a national contribution.

Good news for graduates

Graduate recruitment this year into industry, commerce, public utilities, the civil service and the armed forces will be at most 10 per cent down on last year's figure - and may well turn out to be just as high.

This heartening message was released this week by the Standing Conference of Employers of Graduates (SCOEG), which has just carried out a special survey of its members to find out the latest position.

It found that nearly 90 per cent of the vacancies which have been published so far have now been filled but there are still shortages in certain areas.

Teachers' leaders to press for rise London weighting: claim for 13.6%

by Sarah Bayliss

Teachers' representatives will demand a 13.6 per cent increase in the cost of living allowance for London when they meet employers later this month.

The claim, which was agreed by teachers' leaders this week, affects the salaries of 100,000 teachers living in and around the capital.

It equals at least one Government estimate of the rise in cost of living in London over the past 12 months; the latest *Employment Gazette* has four measures of the increase, ranging from 12.5 per cent to 13.6 per cent.

The proposed increase would mean the top allowance for teachers in inner London rising from £759 a year to £864. The outer London allowance would rise from £498 to £567 and for the "fringe" areas in the Home Counties the allowance would rise from £213 to £243.

The teachers' claim, which would add about £8m to the total salaries bill, is likely to run into trouble in the Burnham Committee which negotiates pay and meets next on July 24.

Local education authorities warned in the Spring they could not guaran-

tee an automatic rise in the London allowance this year as they had done in previous years, because they were constrained by strict cash limits imposed by central government. But teachers' leaders are reluctant to abandon the principle.

The teachers' side of Burnham this week also finalized its policy document on how teachers' pay should be restructured. It will be submitted to the management panel in the next few weeks.

The employers have agreed to a working party on the matter, but on July 24 the teachers' side will request a firm timetable for discussions in the autumn term. Their proposals aim to improve teachers' salary prospects given falling pupil numbers and the disintegration of promotion prospects.

Broadly, they want to combine scales one and two so that teachers could progress to the top of scale two earning £8,208 a year, by experience and not necessarily by promotion. They also favour the abolition of salary weighting for the number and age of pupils in each school and a reduction in the 14 "groupings" by which schools are classified for pay purposes.



The acceptable face of clowning? Two participants in London's Schools' South Bank Show which is running all this week. More than 10,000 children from some 250 ILEA schools are taking part in the do-it-yourself open air arts festival.

Vocational exam certificate to go ahead

by Mark Jackson

The City and Guilds of London Institute's decision to offer a national certificate of vocational preparation to 17-year-olds in schools and colleges from next year is being backed by the other big independent examining body for vocational education, the Royal Society of Arts.

The society's examining board decided this week that the institute is right to go ahead without waiting for the Government to sort out its own arrangements for a CVC exam, which it will not be ready to bring in for another two or three years.

The board approved an emergency programme for concerted action with the institute to ensure that students are

offered a complete range of courses for 1981/82.

The board was told that a joint certificate would not be possible at present, although that is likely to be discussed with the institute later. Instead, the society will offer schools and colleges basic level courses it has already developed in business studies and commerce alongside the CGLI courses, which will cover industrial and technical occupations and the health services.

They will work out joint arrangements where their existing courses overlap, as in distribution studies. Although they are not saying it openly, both organizations are now

very aware that unless they act firmly, they may be pushed out of any major role in running the certificate when the Government gets round to introducing it officially. Together, they provide a much more convincing alternative to the TEC-BEC consortium to which many of the DES's senior officials would like to give the job.

Already more than 500 schools have expressed their interest in the CGLI certificate, which they were told about for the first time only last week.

Mr Harry Knutton, the institute's director general, said: "Clearly there is a great demand for something like this to be run now."

MP's motion calls on schools to begin the day with prayer

by Bert Lodge

A call for religious education in schools to be mainly about Christianity, even for children of non-Christian origin, was the substance of a private member's motion tabled in the House of Commons this week, but which was not reached in House business.

Mr Harry Greenway, Conservative MP for Ealing North, also sought a reaffirmation of the 1944 Act requirement that all schools begin the day with a collective act of worship. Mr Greenway's motion specified that this too should be based upon the Christian religion, a requirement not insisted upon in the Act.

He also wanted the right of parents to withdraw their child from RE to be extended to sex education where the parents objected on moral grounds.

Mr Greenway, former head of Sedgemoor school, South London, when the school had 2,000 on roll including 700 coloured pupils, said there was a need for a commonly understood set of values. In this

country they were based on Christianity and it was essential all children, whatever their national or religious origin, should have a knowledge and understanding of Christianity and Christian culture.

Assemblies had become too lax. Many schools did not hold a daily act of worship. "There's a need to claw back this situation to a proper standard. The daily assembly could be very quick on some days and extended on others."

The motion recognized as highly desirable that some knowledge of world religions should be included in the school curriculum but not in RE. "I don't think you can cram all the world's religions into an RE syllabus and still call it a respectable syllabus. I knew one school where they were trying to study world religion at the rate of one a fortnight. These could be taught elsewhere in the syllabus, say, in history."

A call on the Government to increase the number of properly qualified RE teachers ended the motion.

Comprehensive opposes merger plan as 'disruptive'

One of inner London's first mixed comprehensives, Holland Park school in West London, is opposing a merger plan which would mean closure notices being served and all teachers re-applying for jobs.

The development sub-committee of the Inner London Education Authority will decide next Wednesday whether or not the school and two others in North Kensington should close and re-open as a new school on the Holland Park site.

The alternative is that Isaac Newton school with 610 boys and Ladybroke school with 500 girls should close and their teachers be redeployed elsewhere in the ILEA. Holland Park would stay open, retaining its staff and absorbing pupils from the two closures.

If Holland Park is spared from a

closure notice and its teachers are thereby freed from the burden of reapplying for jobs, the ILEA will be departing from its usual practice when amalgamating schools.

Mr Derek Rushworth, head teacher at Holland Park, claimed this week that his school of 1500 pupils and 102 staff had proved its popularity. The ILEA has already agreed three other mergers of six schools in the area from September 1981. It estimates there will be a 44 per cent drop in secondary pupils by 1988.

"There is no educational justification for disrupting our school," he said.

The ILEA has already agreed three other mergers of six schools in the area from September 1981. It estimates there will be a 44 per cent drop in secondary pupils by 1988.

New service to aid degree choice

A new, personal service to help sixth-formers find a degree to suit their needs is to be launched in September.

Called AEGIS (short for Advisory, Educational and General Information Services), it will give schools, careers services and would-be students quick access to a central data-bank containing information on first-degree courses at more than 200 UK universities, polytechnics and colleges.

In September, details of the service will be sent out to schools, and sixth-formers will be asked to fill in questionnaires - where possible, with the help of their careers teacher or adviser. They will then receive a personal package describing courses that might suit them; and any other information packages AEGIS thinks they might need, such as how to survive the first week at college.

The inclusive fee for a year-round service will be £25 per person but AEGIS hopes to negotiate cheaper group rates with local authorities and schools.

Chief operators of the scheme will be Mrs Audrey Segal, formerly editor of *Which Degree?* and Mr James Wise, who retired this September after 19 years as Executive Secretary of the Universities Central Council on Admissions. They feel that a service providing up-to-date information is specially timely when institutions will have to make last-minute changes to courses to meet cuts.

Catholics choose break at 16 as solution to falling rolls

Catholic authorities in South London have opted for a sixth-form college in one-half of the diocese and a consortium arrangement in the other as solutions to the problem of falling rolls.

Announcing the reorganization plan, the Southwark archdiocese reaffirmed the agreement with the Inner London Education Authority that non-Catholics would not normally be admitted to RC schools.

The sixth-form college will be in the premises of Clapham College, currently a boys' secondary school, and will cater for Southwark, Lambeth and Wandsworth. In the other half of the diocese, Greenwich and Lewisham an existing consortium involving seven schools will continue, with a strengthening of provision for 11 to 19s.

Of the 10 Catholic secondary schools in South London, 10 now have vacancies and present estimates are of a fall of 40 per cent in numbers entering RC schools in the diocese by 1990. Five of six schools will close

by the time the sixth form college is fully operating in 1987. The intake of 11-year-olds will cease in 1973.

Among the principles upheld by the diocesan working party which produced the plan are that there should continue to be mixed and single sex schools and that 25 per cent spare capacity should be retained to meet any rise in the birth-rate or reversal of population movement.

It is also agreed that RC schools should be accessible to pupils from any part of the area while recognizing that it will become more difficult for some pupils simply because some sites will be relinquished.

While recognizing that a comprehensive school must admit at least 150 pupils a year to provide a broad curriculum, the working party found many parents willing to forgo this provided there was compensation in the other benefits of a smaller school. It decided on a mixture of five and six form entry and smaller schools.

A school's most advanced duplicator couldn't give the classroom versatility like this.

✓ Reproduces several colours at the same time on the same sheet

✓ Perfect for maps or illustrations, hand written or typed matter

✓ Ideal 'class' size when you need 5 - 100 copies

✓ Copy into exercise books or onto paper or card. Suitable for up to A4 size, even larger, using one or both sides of the paper.

✓ No electricity needed, no moving parts to go wrong - absolutely safe to use anywhere.

✓ Typical cost in use - 75 copes for 1p when using the Hecto pen.

✓ If you place your order before 31st July, your versatile Hecto duplicator will cost you just a saving of over 20% on the normal catalogue price of £17.50.

Hestair Hope

ST. PHILIPS DRIVE, ROYTON, OLDHAM
OL2 4HR. Tel: 061-632 1411 or 632 6231.

£13.95

Every classroom can have its own duplicator thanks to the simple Hecto system from Hestair Hope.

Forget unwieldy or expensive machines; the Hecto duplicator weighs less than 2lbs, and can be used by teacher or student with ease.

Prepare classwork sheets for every pupil for a few pence, write and illustrate the class magazine in colour; when you need up to 100 copies from the same 'master' there isn't a more cost-effective answer!

- 1 Hecto pens provided.
- 2 Colour carbons and pencils.
- 3 Worktray ready for use.
- 4 Easy step-by-step instructions.
- 5 Printing compound can be used again and again in normal usage.

Simple copying in colour starts here... 5-100 sheets from one master.

Please send Hecto duplicators at £13.95 each + V.A.T.

NAME/SCHOOL

ADDRESS

SIGNED

Offer lasts until 31st July, 1981.

Carriage is free on all orders over £25.00 (ex. V.A.T.) below this £3.00 (+ V.A.T.) handling charge is added. Private customers - goods can be supplied only on a cash with order basis. Post to:

Hestair Hope

FREEPOST, ST. PHILIPS DRIVE, ROYTON, OLDHAM OL2 4HR.
Tel: 061-632 1411 or 632 6231.

Philip Venning looks at a school that is to be the subject of the most detailed television series on a comprehensive ever shown

Programmed learning

The cluster of modern buildings on the outskirts of Corby is easy to ignore. No sign board identifies it. Only an ice-cream van and road markings outside the gate confirm the impression that it is a school. Sheltered in protective anonymity, it is almost as if it had already prepared itself for the fact that it will soon be the most famous comprehensive in the land.

For eight weeks next year a BBC2 audience will be able to eavesdrop on Kingswood School, Corby, as it goes about its routine of maths lessons and careers advice, staffroom politics and remedial departments. It will be the most detailed picture of a comprehensive school ever shown on television, and follows the success of a similar series on Radley, a public school, first broadcast last year. In both cases, the producer is Richard Denton, who specializes in fly-on-the-wall filming of everyday life as it really is. Or at least that is the intention.

Kingswood, a mixed comprehensive with 950 pupils, was chosen be-

cause it so nearly fitted the Identikit picture of an average comprehensive that had been reorganised long enough to have forgotten its selective origins. Its social intake is mixed. Its academic record is neither astonishingly good nor embarrassingly bad. It has the usual problems of unusual features. Its only mildly unusual feature is that it has no uniform or corporal punishment.

Filming started in the spring term. Denton and his crew have been living in Corby and going into the school everyday throughout the summer. Over half the shooting is now complete.

Four programmes will be about the staff, four about the children. Brian Tyler, the head, and his close involvement in the day-to-day running of the school, will be the subject of one. Another will follow the replacement of the deputy head, whose job is advertised in this issue of *The TES*. Candidates on the short list will be asked if they object to being filmed at interview in what promises to be one of the most compelling of all program-

mes for any teachers in the audience. Again for teachers watching the series an episode on promotion should be specially close to home because it must be the first time that television has tried to explain in simple terms the operation of the scale points system.

The fourth programme about staff is likely to prove the Kingswood equivalent of the controversial Radley programme on sex. It was the one programme that caused greatest friction between Brian Tyler and Richard Denton, and the school is still uneasy about what it will show and how it will be interpreted. It concentrates on the pastoral system and two year-tutors as they cope with truancy, pregnancies, fights, and all the personal problems of pupils in any large school.

Not surprisingly, the school is scared that it will give a distorted view of the extent of these problems and will confirm much public prejudice about comprehensives. "This is the one the school won't like," Richard Denton said. "Brian is worried that it will look as if the school is full of yobboes."

Before Richard Denton made the Radley series, there were plans to film a comprehensive. But the memory of the infamous programme on Faraday School, which presented a highly selective picture of a school in turmoil, has haunted headmasters ever since. Brian Tyler is only too aware that Kingswood, chosen as a typical comprehensive, is on trial for the whole maintained school system.

On the positive side is a programme which follows a boy and a girl in the remedial department (known as the "individual learning department"). The film crew accompanied the children on a school trip to Wales, and were so impressed by what they saw that they made a generous contribution to the school fund out of their own pockets.

At the start of next term they will concentrate on three 11-year-olds from different home backgrounds, who join the school for the first time. They have already been filmed at their junior schools and on a visit to Kingswood this term. Another programme - still at an early stage - will probably be a day in the life of the school, as seen through the eyes of 10 fourth-year pupils. And the final one on children will be about school leavers, looking both at A level pupils with university plans, and at 16-year-olds with poorer prospects in a notorious town like Corby.

How true a view of an average, unremarkable comprehensive will the series present? Obviously until filming is complete and the final programmes have emerged from the cutting room, even Richard Denton cannot be sure. But Brian Tyler has an advantage which Dennis Silk, the head of Radley did not - he knows that Denton is sympathetic to the comprehensive ideal and is not out to make a knocking piece. What tensions

there are - and they do occur - arise out of the different priorities of someone trying to keep an audience interested and the natural desire of teachers to show off what means most to them. Inevitably much of the academic work of the school appears only as background. "A lot of the important things in a school have to be implicit," said Brian Tyler. Issues like mixed ability teaching, or decisions about a City and Guilds foundation course, have to come in obliquely. "Above all we want people who see the series to conclude that comprehensive schools are where people go and learn things."

Inevitably also, even the most unobtrusive *cinema verté* techniques cannot give a total picture of some issues. The promotion debate, for example, roused considerable passion within the staffroom. Some sniff admit that the presence of cameras did tone down their remarks. But, more importantly, there was no way that a crew of cameramen, producer, assistant, researcher, and two sound men, could capture the quiet-words-in-ears and corridor lobbying that is an essential part of such a debate.

On the whole, the effect on the school of a long of London media folk intruding on biology lessons and hogging the best chairs in the staffroom has been small. The school is an easygoing one with no uniform and a head who does not jump the dinner queue. After the first day or two, the novelty wore off and life settled back to its routine, with the

hulk of the strain and responsibility resting firmly with Brian Tyler. Richard Denton found the Kingswood children initially more cautious than the Radley boys, though he gets on rather better with the Kingswood staff than the justifiably cautious masters of Radley. So far there have only been two real bust-ups between school and medium - once over an incident involving underage drinking at a local pub, and once when the crew appeared to be making fun of a standard punishment at the school-making naughty children stand and face the wall.

But a little mutual paranoia is understandable, and does not appear to have damaged the informal personal relationship between head and producer, crew and staff. Radley, with a national catchment area, had much to gain from good publicity. Kingswood has less to gain - it is already slightly oversubscribed - and certainly no less to lose from a bad one. But the general public, fed on a diet of *Grange Hill*, may have rather low expectations anyway.

For most people in the education world the general argument about comprehensives and selective schools is now history. If Denton can persuade the ordinary viewer that what they are seeing is an average school going about its normal life, rather than a highly suspect social experiment, then he will really have achieved something.



Study time in an average comprehensive - with microphone and camera.

Pilloried NF lecturer defended by Harrogate colleagues

by Diane Spencer

Lecturers at Harrogate Further Education College have come to the defence of Mr Andrew Brons, chairman of the National Front and a politics lecturer at the college.

They have also condemned students for disrupting classes taught by Mr Brons.

Members of the National Association of Teachers in Further and Higher Education at the college issued a statement last week deploring the recent action taken by students, who have been carrying out a campaign to get Mr Brons sacked. His lectures have been picketed and boycotted and the National Union of Students has called on him to resign from the National Front.

The NATFHE statement said: "The branch believes that a member of staff should not be pressurized or embarrassed in the course of his teaching duties because he/she belongs to a legal political party."

But the lecturers say that although they cannot support several features of the students' campaign, they do not find it surprising that the leader of the NF should attract such hostile reaction. "The views and aims of the NF run totally contrary to the educational principles upheld by our organization - and are therefore not compatible with the ethical attitude we would expect from a member of the teaching profession."



Mr Andrew Brons - Students have picketed and boycotted his lectures.

Schools to get first news of exam results

Sixth-formers will in future hear the results of their A level exams only from their schools.

A new agreement announced this week between 10 GCE examining boards and the Universities Central Council on Admissions, will settle a complaint from schools that six-formers were hearing results from universities or UCCA before the schools got the results from the boards.

Under the new agreement, the boards will post A level results to schools on an agreed date. The next day will be the official publication date.

Neither UCCA nor the universities will post any letters of acceptance or rejection for places before then.

Scouting for jobs

The Scout Association has set up an unemployment unit at its London headquarters. It will act as a clearing house for information and try to encourage a professional approach to developing new job schemes and projects.

Union digs in heels over new seat on pay body

by Bert Lodge

The National Association of Teachers in Further and Higher Education said this week it would not sit down at the negotiating table with anybody from the Association of Polytechnic Teachers, whose 2750 members were last month accorded one seat on the Burnham further education committee, the lecturers' pay body.

Mr Peter Dawson, general secretary of the 73,000 strong union, blamed pressure from Tory backbenchers "who have heard only one side of the argument" for the decision by Mr Mark Carls, Education Secretary, to grant the APT recognition. He also challenged the smaller association's membership claims saying their finances suggested no more than 2000 members.

In any case, the APT after 10 years of activity had still only managed to recruit one sixth of the potential membership, he said. By contrast, 20,000 of his members were in higher education, including 11,000 in polytechnics, and of the 11 NATFHE representatives on Burnham, five worked in polytechnics.

Dr Anthony Poynton, APT general secretary, defended his mem-

bership claim, saying Mr Dawson had not understood their system of funding by which money was transferred from national to local associations. For an unrecognized union to recruit even one sixth of the potential membership was tremendous.

He said it was the policy of the former technical teachers' union, ATTI - merged with the teacher trainers' union in 1975 to form NATFHE - of going year after year for flat rate rises and so eroding polytechnics' differentials, which had led to the birth of his association in 1973.

"And remember, we are bigger than the ATTI was when they got recognition on Burnham. In Northern Ireland we have rapidly become the biggest union in the polytechnics."

Mr Dawson said there already existed a workmanlike practical negotiating machinery ably representing lecturers in both advanced and non-advanced work plus small groups of specialists such as in art and agriculture.

He pointed out that when Mrs Thatcher was Education Secretary in the early 70s she had refused a similar approach by the APT.

Courses

Middlesex Polytechnic

Train to teach

Religious Education

Apply now in order to start this September on this new two-year evening course leading to a C.N.A.A.-validated Diploma in Professional Studies in Education, Religious Education.

Open to qualified teachers who are already teaching religious education, as well as interested in doing so, the course considers the importance and place of religion in the school curriculum, new approaches to the subject and alternative ways of teaching. Teachers can study ways of promoting Christianity, Judaism, Islam and Hinduism in the classroom to different age groups.

Write quoting ref. C758A for further details and an application form. Admissions Office, Middlesex Polytechnic, 114 Chase Side, London N14 6PN. 01-268 6688

M.A. in Historiography & Historical Method

Part-time C.N.A.A. degree

Applications are invited from graduates in history and related disciplines for entry to this 2 year part-time course (evening attendance). There is a core course, *The Theory and Practice of History*, with options in social, economic, labour, political and women's history.

For further details write to the School of Humanities, Thames Polytechnic, Wellington Street, London SE18 6PP.

Thames Polytechnic

KENT

T.E.F.L. COURSES

Linguarum Ltd., will be holding eight one-week courses in the Teaching of English as a Foreign Language at Rutherford College, University of Kent starting Monday 13 July 1981. The final course will commence on Monday 31 August 1981.

The courses are residential and candidates should possess a University Degree or a Teaching Certificate for similar qualification.

A number of teaching posts in Portugal, Spain, Italy, England, Finland, Germany and France may be available for successful trainees. The courses will be conducted by Direct Method experts. The fee will be £188.00 + VAT and includes: instruction, teaching manuals, private room and all meals, as well as the use of recreational facilities.

A similar course to those at the University of Kent at Canterbury will be held in the Linguarum Centre in Birmingham commencing 27 July 1981.

For further information please write to Linguarum Ltd., TEFL Department, 603 11th, enclosing a stamped-addressed foolscap envelope. (16764)

Courses

LEARN TO TEACH ENGLISH (EFL) THIS SUMMER

On private courses held at the University of Kent, Canterbury. We have one simple objective:

"To give you a practical and thorough introduction to the Teaching of English as a Foreign Language in one week."

You will be trained in small groups by Trainers with lots of experience. For more information on our course content (grammatical presentations, use of drama, how to get jobs, etc.) and prices contact:

Pilgrims Language Courses, Pam Jones, 8 Vernon Place, Canterbury, Kent CT1 3YG. (0227) 69127

EXPERT HOME TUITION FOR G.C.E. DEGREES

(BSc (Econ) and LLB University of London External degrees) and PROFESSIONAL EXAMS (Accountancy, Administration, Civil Service, Law, Marketing, etc.)

Our exclusive methods of Home Study have brought over 340,000 examination successes, many first places. As every course is complete in itself no textbooks are required. Obtain your FREE prospectus from:

THE DAVID RESULTS COLLEGE, DEPT. HPS, TUITION HOUSE, LONDON SW16 4DS. Tel: 01-847 7378 (Adelphi House) or 01-847 1540 (1102) 24 hour Recordcall for prospectus requests. Accredited by the Council for the Accreditation of Correspondence Colleges

Tuition for Degrees Education & GCE

Wolsey Hall is the Oxford Home Study Centre where qualified tutors give you individual attention. The range of courses includes subjects vital both to teachers and to those of their pupils leaving school without career qualifications.

DEGREES & DIPLOMAS: London University

OPEN UNIVERSITY: Preparatory courses

G.C.E. O & A level, all Boards

PROFESSIONAL EXAMINATIONS

EDUCATION: London University Diploma in Education, The A.C.C. and L.C.P. Diplomas, Cambridge University Diploma and Certificate in Religious Studies.

Free booklet from The New T.T. Hall, CHE, MC, MA, Dept. ED, Wolsey Hall, Oxford OX3 9PS telephone (0493) 24231 (Answer after 4.45 p.m.)

Wolsey Hall Accredited CACC Member ABCC

Tell our readers where to go...

To advertise on the TES travel page please contact our Advertising Department on

01-837 1234

The Times Educational Supplement



Brian Tyler, the head of Kingswood, stands before the class while the television crew and producer Richard Denton (second from right) get 'it' on film.

School to work

Birmingham is host to Britain's first National Education and Training Conference and Exhibition

Variety show packs them in

An industry went on show for the first time at Birmingham last week. It is called education-and-training and there is money in it somewhere. More than 140 firms paid up £3,000 each for stands at the three-day National Education and Training Exhibition and Conference, held in the city's national exhibition centre. They presented an extraordinary assembly of goods, services, and life styles.

Assured-looking teaching computers ticked away cheek by jowl with pottery wheels and other simple recreational devices likely to interest the teachers they may help make redundant. A team from the National Association of Teachers in Further and Higher Education vied with executives from the big banks and the



Sharing the platform for the opening of the conference: George Tolley, chairman of the Further Education Unit and principal of Sheffield Polytechnic (left, speaking) and Ken Cooper, director of the National Federation of Building Trade Employers - new president of the Institute of Training and Development.

multinationals in offering information and advice to anyone who cared to listen.

A Youth Opportunities Programme training workshop from Coventry had its unemployed youngsters working at lathes to publicize its products.

Three small Bournemouth hotels, who clearly believed that sort of realism was not likely to interest teachers and trainers, came up instead with

what may well have been the most inappropriate stunt of the year. They dressed up an Exeter university student and a former assistant hotel manager, both young females, in mortar boards and abbreviated academic gowns designed to reveal suspenders and black stockings.

The man who thought it up, hotelier Mr Geoffrey Knights, said that the aim was to stimulate interest

from trainers and college lecturers in the conference facilities. "The interest has been from the industrial trainers here rather than from teachers" he said, adding, however that a group of students who said they were members of their college photographic society and taken a lot of pictures of the girls.

Trainers, in fact, clearly predominated among the 3,000 visitors. And

the organizers' belief that the main interest in the accompanying conference would be from the education service turned out to be badly wrong.

They had allocated only the first day's seminars to training, leaving the other two days for education. At the event, nearly 500 turned up in the training conference, nearly five times as many as expected.

Stop bossing, start sharing, teachers told

Teachers must be taught how to stop bossing their pupils, Miss Margaret Raff, the NUT executive's specialist in school to work affairs, told the conference. She called for a new learning partnership in which pupils are treated as adults and not subordinates.

Miss Raff blamed "dominant and dominating adult values" for forcing youngsters into isolation from their peer groups and suggested that vandalism and other forms of rebellion resulted when an authoritarian regime imposed on youngsters trying to become adults.

She called for learning contracts between teacher and pupil with education as "a developmental process in which the teacher became a facilitator." This must lie at the heart of any attempt to change relationships between schools and industry and commerce she said.

Schools and employers needed to develop together "competency maps" or profiles showing performance in areas like numeracy, literacy, graphicacy, and communication, an approach which was being tried in "a very limited and modest way" in a few schools.

Reluctance among teachers to embark on this kind of change, said Miss Raff, sprang largely from a lack of understanding and skill in designing this kind of learning. "Teacher trainers consistently abdicate their responsibility for training their students to the level of

competency they will need for them when they enter the schools" she alleged.

The teacher force could not be relied upon to educate itself from within - "Teachers don't know what they don't know since they have been isolated from much of the experimental learning shared by industry and commerce" she said. Greater willingness from industry to include teachers in some of their own management training would bring a big payoff.

It was also necessary to free schools of the requirement to have all the pupils with them for the whole of the time. The custodial role meant that the under 16s were mostly denied access to any genuine vocational preparation - partly because many local authorities were worried about "hazardous pursuits" and more protective than parents.

Progress might be made along the lines she was advocating, said Miss Raff, as a result of the Stoke Rochford conference which has just been run jointly by the NUT and NATFHE with the Manpower Services Commission and the Department of Education, and which recommended the formation of a national steering committee to coordinate the work of all those involved.

Preparing the managers

Supervisors and managers throughout industry will need to be trained for the vocational preparation programme planned by the Government, Mr Derek Shepherd, of the Ford Motor Company, told the conference.

"It is of paramount importance that these are as well trained as possible to deal with this new dimension in handling school leavers" he said.

The concept of planned vocational preparation was the only thing really new in the Government's New Training Initiative. "The other things don't need new training initiatives, but new industrial relations initiatives".

Statements by members of the

Establishment that the training system had failed the country were said Mr Shepherd, grossly unfair. "If any system had failed us it is our industrial relations system, which has failed totally to create an environment which would enable trainers to achieve some of the objectives we keep saying they should have met."

Industry had in the ranks of its trainers the innate competence to tackle the problems likely to be thrown up in the future, but would need a big investment in the retraining of training specialists and the development of many more to undertake a brokerage role - arranging for line managers and supervisors to carry out much of the direct training needed.

'What is going to happen?'

Insecurity and uncertainty dominated the discussions at the conference.

For trainers the question was: what is going to happen to the statutory training system? For teachers, it was: what is going to happen to examinations?

The teachers' fears over exams were expressed in repeated pleas to the industry delegates to say what they actually wanted from the schools. They pointed out that industry kept complaining that the

schools were not doing enough to develop the broad qualities and understanding of industrial realities which youngsters needed when they started work, but still seemed to be insisting primarily on academic qualifications.

Statutory survival

A limited number of statutory industrial training boards were likely to survive the Government's action to change to a voluntary system, said Mr David Stanley, head of the CBE's education and training department. Voluntary training arrangements for some of the sectors would be based largely on local bodies, often involving unions and education.

BL plea to women

by Sarah Bayliss

A plea for more women to enter the "chauvinist world" of engineering was made by Sir Michael Edwards, chairman of British Leyland last week.

"Women have a hell of a contribution to make," said Sir Michael, presenting the prizes for *The Times* Engineering Essay Competition.

They had written 80 out of 467 entries on the theme "What I expect engineers to contribute in the next 30 years to our nation's prosperity." And they had made some of the most pertinent points. "If only we had the same proportion working in industry," Sir Michael told his audience at the Engineering Employers' Federation in London.

He hoped that the competition, sponsored jointly for the first time by *The Times* and the Engineering Careers Information Service, would allow young women to express their views and interests.

The engineering industry, including his own firm of BL, was the most chauvinist world he knew. But it needed the best brains available; it also needed individuals who were socially and managerially adept.

Changes in technology had to be accompanied by a change in attitude, particularly among managers. "There's no group of people more reactionary than managers," he said. Engineers of the future would have to take a broader perspective.

Sir Michael had no doubts that the 17 prizewinners - nine sixth formers and eight undergraduates - would be changing attitudes in industry in the next five years. "You're the group

who'll be coming through and achieving a damn sight more than we've done," he said.

Mr Harold Evans, editor of *The Times* said he had great respect for people "who get their hands dirty" and regretted they were not more widely respected. He would ensure that the competition would continue next year.

Mr Ron Hooker, chairman of ECIS, said the industry was rewarding and exciting but that it had been dogged by a "greasy overalls" image. The information service was celebrating its fifth anniversary and its biggest hurdle was still to convince parents that engineering was a suitable profession for their children.

Sir Michael awarded the first prize of £500 and a copy of *The Times Atlas of the World* to Mark Rothery of Taunton, Somerset, whose school, Wellington School, also received £500. Mark said later he would buy a motorcycle with the money. He has been awarded an industrial sponsorship by the Metal Box Company and after a year in industry will take a degree in mechanical engineering at Southampton University.

Sonia Bartolucci of Haberdashers' Aske's School for Girls at Epsom, Surrey, who was a runner up with Richard Beech of Gloucester College of Arts and Technology, had been carried back from a field study on Lady Island to collect her £200 prize. Sparkling as one of three female prize winners she said, "I've only felt positive discrimination so far. It's getting a job that's the real hurdle." Sonia hopes to study engineering science at Durham University.

Girls' engineering block

More girls would enter engineering if physics, as well as mathematics, was made a compulsory subject up to the fifth year, a former member of the Finiston Committee said last week.

"Girls will not become engineers so long as they haven't got a basic knowledge of physics," said Miss Catherine Avenet at a conference called jointly by the South East Forum on Science and Technology (SATRO) and Brighton Polytechnic.

Miss Avenet, who said Britain's manufacturing future depended on more talent - essentially female talent - entering the industry, catalogued girls' failure in physics at school. It was also absurd that biology was the much preferred science for girls.

Quoting statistics from *The Mis-*

sing Half, a book by Allison Kelly, Miss Avenet said that in 1976 only 71 per cent of girls were offered physics at 'O' level compared with 90 per cent of boys. Only 17 per cent of the girls chose the subject, compared with 52 per cent of boys and 9 per cent finally sat the examination, compared with 40 per cent of boys. "The picture gets even worse," she said. Only 5 per cent of girls achieve an 'O' level pass or Grade One CSE in physics compared with 16 per cent of boys.

THE OPEN UNIVERSITY

Erratum:

Open University self-evaluation research. We would like to point out that Mary Jange is interested in all forms of internal curriculum review. A small printing error in her advertisement on 8.6.81 may have misled readers.

We'd like to congratulate Romsey School, Hampshire on thinking up a scheme to get £1,000 out of us.

Romsey School, Greatbridge, Romsey have come up with a scheme to help the local community, and it impressed us enough to give them £1,000.

Other schools also came up with ideas that earned them £750 each.

They were: Boston Spa Comprehensive School, Wetherby, Yorkshire,

Brownedge St Mary's R.C. High School, Preston,

Bryn Celynnog Comprehensive School, Pontypridd, Mid Glamorgan,

St John Payne School, Chelmsford, Essex and

Thomas Delarue School, Tonbridge, Kent.

Next year, perhaps it will be your school.

NatWest

For details of Project Respond, write to Barry Collins, Manager, Community Affairs, National Westminster Bank, 41 Lothbury, London EC2P 2BP, or telephone him on 01-606 6060, Ext. 3128.

Courses

CNAA Postgraduate Diploma Contemporary German Studies

(One evening per week over 1 or 2 years)

An analysis of the major political, economic and social problems of Germany today. Subject to CNAA approval all MA courses which will incorporate the present postgraduate Diploma in German Studies as soon as possible.

For further details contact: Ealing College of Higher Education, Room 2241, PRESTON, London W5 8BR, or telephone 01-873 4111.

EHE

Ealing College of Higher Education

School to work is edited by Mark Jackson

Spain/James Connell

Pay protest heads for confrontation

BILBAO: A threat by state school-teachers to withhold pupils' final examination marks as a protest against the lengthy delay in implementing a promised pay increase has met with strong government opposition.

The Education Ministry has promised severe penalties for teachers retaining marks and has declared the threat to be anti-constitutional and beyond the limit of conventional strike practice.

The source of the present conflict is a long-standing demand for higher teaching salaries and parity with other civil servants of equal rank. This led to a two-month stoppage last year and classes restarted in January on the basis of a government assurance to re-evaluate the pay scale.

But shortage of funds and an inflexible bureaucratic system which makes it difficult for a ministry to increase its allotment during the financial year caused mounting frustration among teachers.

A special funds vote, £352m was found to be insufficient to cover the increases and an extra £132m has been added this month. As a result teachers will receive a nine per cent rise, one per cent more than other members of the civil service, and this will come into force the next full year.

The pay package includes new regulations on working hours so that in theory state teachers will have a 42-hour working week. Of these 30 will be spent in the school. The primary school teaching load will be 25 hours, and the

secondary school load 18 hours. A secondary school headmaster will earn an extra £39 a month and an assistant will get an extra £35.

These increases are for the highest-paid. Those belonging to the elite *catedrático* group and those further down the ranks will do rather better.

An ordinary teacher will earn an extra £51 and this proportionately higher rise is seen as an effort to eliminate differentials in the present complicated caste system with four teacher categories operating in the same centre.

This is considerably less than what the teachers originally demanded, but after a year-long wait many feel that any increase is acceptable.

Basques give half of budget to education

BILBAO: The recently-created Basque regional government has just published its first budget and has made headlines by dedicating over half of it, 56 per cent, to education.

After lengthy and acrimonious negotiations with the central administration in Madrid, power and finance were transferred to the Basques this year. With the exception of the universities, whose fate depends on the outcome of proposed legislation, all schools and higher education

centres come under the control of the Vitoria administration. More than 70 per cent of the civil servants transferred to Basque control are involved in education. More than £62m will be invested and over 10 per cent of this will be used to encourage the Basque language.

These funds are likely to be channelled through their Ikastola, primary schools where the teaching medium is Basque. Courses for teachers who wish to learn the lan-

guage will be subsidised. Direct grants to the Basque primary schools, which were previously privately financed, will ensure their survival, and subsidies to other private schools will be respected until the outcome of pending legislation on private education is known.

If this Bill is passed, parents of pupils in private schools will receive a subsidy equivalent to the cost of maintaining a pupil in a state school.

France/Barbara Casassus

Government makes nursery promises

PARIS: The new socialist government of France plans to open more nursery schools in order to allow all two-year-olds the chance of a place, and to bring class numbers down to a maximum of 25.

The Prime Minister, M. Pierre Mauroy, outlined these aims at the annual conference of nursery school teachers held recently in the northern town of Lille.

At present 80 per cent of all two- to six-year-olds attend nursery school. M. Mauroy stressed the role of the family in the education process and advocated greater continuity between the nursery and primary school stages. "There is often too abrupt a change in teaching methods from an unstructured to a structured approach," he said.

Delegates to the conference criticized the length of time young children spend away from home each day. When not in school, many children spend time in creches, a problem that could be eased by reducing their parents' working hours, by introducing more flexible timetables and increasing the liaison between creches and nursery schools, the conference suggested.

Young children do not achieve independence and a sense of themselves automatically, speakers stressed. They have to acquire it and should start doing so at nursery school through teachers awakening their desire to learn, and refusing to be hindered by an overprotective attitude and strict routine.

West Germany/Susanah Kirkman

Holidays end boycott protests

BONN: The longest school boycott in West German history, in protest at teacher cutbacks, ended last week with the start of the summer holidays.

All but two of the pupils at the Eschenstruth primary school in Hesse began attending lessons at an "alternative" school in the village pub, eight weeks ago, when local authorities refused to renew the contract of Herr Ernst Storz, 27, a mathematics teacher at the school.

Herr Storz and 13 other unemployed Hesse teachers gave lessons at the substitute school.

The boycott was organized by parents, who decided to take action when Hesse's education minister, Herr Hans Krollmann, rejected an appeal for the extension of Herr Storz's contract signed by 600 protesters.

Herr Storz's class of 10-year-olds have had 10 different teachers in three years, according to a PTA spokesman, Frau Ursula Loh. In a letter to the education minister, she criticized the "disruptive effect" of an eleven change during the children's last term at primary school.

"We won't allow Herr Storz to be kicked out after he has taught with such commitment," she wrote.

Herr Storz was one of 30,000 young German teachers employed on a temporary basis as part of an education economy drive. Many of them have only part-time jobs and their contracts can be terminated at two week's notice.

There are 20,000 unemployed teachers in West Germany, according to statistics compiled by one of the largest teachers' unions, the Education and Science Union (GEW). The exact figures are difficult to estimate since those teachers who have never held a post are not eligible for unemployment benefit and are therefore not registered as unemployed.

At a recent union conference on the problems of jobless teachers, the chairman of the GEW, Herr Frick Frister, stated that 150,000 more many is to attain the proposed EEC teacher-pupil ratio of 15 to one. At present, there is one teacher per 20 pupils in West Germany.

A GEW spokesman foresees a shortage of teachers in primary and lower secondary education after 1985. "Potential teachers have been frightened off by the unemployment figures," he said. The number of students training to be teachers has dropped by 20 per cent since 1975, according to education ministry statistics.

Meanwhile, parents in Hesse are continuing the fight. At a primary school in Rumpelheim, each pupil pays a round a week so that their school can keep a young teacher whose contract has run out. Pupils in another town, Bad Soden, are using their many free periods, caused by the lack of teachers, to collect money to pay for the mathematics teacher they need.



Learning to read in a Somalia camp.

International/Hilary Wilce

College for refugees is launched

A scheme to cater for the educational needs of refugees - now a world population of ten million - was launched in London last week.

The World Refugee College will provide non-formal adult education in refugee camps. Three pilot programmes are due to be launched later this year.

A Namibian unit will teach English and maths courses in SWAPO refugee camps in Angola and Zambia. In Somalia a unit will concentrate on education for women, and in the Sudan literacy and skill training will be offered.

The college has been started up by the International Extension College, itself an offshoot of the Cambridge-based National Extension College.

Refugees have specific educational needs, according to Mr Solomon Inyang, a director of the International Extension College. They need skills sufficient and help them to integrate with their host country. They also need something to break through the unhelpful prevalent in many camps, where little happens except the giving out of food.

"People do not see any light ahead. There is no hope. They need something which will help them see that they are not condemned forever to these appalling conditions."

Refugees fall into two main categories. One is a small number of urban exiles whose need is to find scholarships and other ways of continuing their interrupted education. The other is the mass of illiterate and semi-literate refugees who need basic skills to cope with the disruption in their traditional way of life.

Lord Young of Darlington, chairman of the International Extension College, said that £24m would be needed for the three pilot units. So far £250,000 has been raised with the help of the Commonwealth Secretariat for the first year of work with Namibian refugees.

Sweden/Chris Mossey

Call to lower starting age

STOCKHOLM: The new director general of the National Swedish Board of Education, Mr Lennart Olsson, has called for a reduction in the starting age for primary school from seven to six.

Mr Olsson, who took over the post last week, also suggested cutting the summer holiday and introducing a school year with three terms instead of the present two.

He said that primary school teachers reported that first year classes were becoming more troublesome each year. An increasing number of teachers were unwilling to take such classes.

"Why our seven-year-olds are more troublesome with each year that passes we are not sure, but it is certainly something we should investigate," said Mr Olsson, 56, who succeeds Mr Birgitta Ulfhammar as director general.

On the summer holiday, which runs from the beginning of the June until the end of August, he said: "I shall be seen as a killjoy for wanting to shorten the summer vacation, but I know that many families experience a great feeling of uncertainty when faced with this long holiday."

The first Swedish school term runs from the end of August until December, the second from January to June. Mr Olsson wants to change to three terms even though this would affect the whole of society.

United States/Clive Cookson

President's axe falls on target

WASHINGTON: When President Reagan first waved his axe over the federal budget in February and March, educators and other beneficiaries of threatened spending programmes took the optimistic view that its impact would be blunted by the Democratic-controlled House of Representatives, together with the opportunity that the intricacies of the Congressional budget traditionally gives lobby groups to defend their interests.

Most educational lobbyists were confident that they could limit the cuts to 10 per cent, rather than the 20-25 per cent range proposed by Mr Reagan.

Now, four months later, they are quivering in a state of shock. Through brilliant use of a Congressional procedure known as reconciliation, a word with a bitterly ironic ring to its victims, the Administration has persuaded both the Senate and the House of Representatives to adopt the President's package of cuts almost intact (TES February 27 and March 20).

The damage is not limited to simple spending cuts. For the conservative coalition of Republicans and right-wing Democrats that seems to have taken effective control of the House as well as the Senate has taken the opportunity to rewrite the legislation

underlying many federal programmes. In education, the most important change is that 25 separate federal programmes for elementary and secondary schools are amalgamated into a single "block grant" of about \$600m a year. The money will be distributed to the 50 states, which can use it for any of the activities provided for by the original categorical programmes, with few strings.

The educational block grant is a scaled-down version of the proposal that Education Secretary Terrell Bell first sent to congress in May (TES May 8). Its purpose, as restated in a White House document explaining the budget cuts last week, is to eliminate "complex and confusing requirements, which have placed a heavy administrative burden on states and L.E.A.s. and often resulted in practices counterproductive to educational achievement".

The programmes to be swallowed up by the block grant include: basic skills, metric, art and consumer education, gifted and talented education, desegregation aid, teacher centres and science teacher training.

Although Congress declined to consolidate several large education programmes on Secretary Bell's list, the fact that the House accepted even



I did it! Reagan triumphant

partially a proposal so bitterly opposed by its official Democratic leadership was a triumph for the Republicans.

Funds for handicapped children, bilingual teaching, vocational and career education, and adult education retain their separate existence outside the block grant, though at reduced levels.

Title of the Elementary and Secondary Education Act, the biggest federal school's programme of all, designed to promote the education of children

from disadvantaged backgrounds, also remains in being. But its authorizing legislation is relaxed substantially, giving states and school districts far more freedom to spend the money as they wish.

The lengthy Congressional budget process is not over yet. Appropriations committees still have to agree on final details of the United States Government's expenditure for the fiscal year 1982. But, unlike in previous years, they will have little or no room to stray outside the framework already laid down by both Houses of Congress.

There is nothing more that education lobbyists can do to save their programmes this year; they can only prepare themselves better for next year's reconciliation battle.

State schools offer paying places

WASHINGTON: In an unusual move to compete with private education, the Greenwich school system in Connecticut is offering to take in pupils who live outside its catchment area - for a tuition fee of \$3,575 a year.

Ernest Fleishman, superintendent of the 14-school system, said the plan was a way to bring in new revenue at a time when the state and federal governments were cutting back their aid to the district.

Greenwich has plenty of room for new pupils, for the system's enrolment has fallen from 11,110 in 1970 to 8,120 this year. That is not because there is anything wrong with the schools but because the number of children in the town has dropped sharply. Greenwich is full of wealthy middle-aged couples whose children have grown up.

In fact the town is one of the most affluent in the New York metropolitan area, and its high property tax base has given Greenwich an exceptionally well-equipped set of schools with an excellent record of sending students on to top universities. Of course the

pupils' mainly middle-class backgrounds have saved Greenwich the social and educational problems of urban poverty.

All those advantages should tempt a few families who live in nearby towns and cities with less good public education to send their children to the public system in Greenwich, rather than spend a similar sum on a fee-paying private school.

The northern suburbs of New York, just south of Greenwich, are the most promising source of pupils.

Dr Fleishman said that, although the plan had not yet received local publicity, the district had already received 12 inquiries from parents outside Greenwich who want to send their children to school there, and the first two fee-paying contracts have just been signed.

We're going to restrict the non-resident enrolment in the first year to 25," he said, "because we want to have a chance to see how it works." If the experiment succeeds, the number of outsiders will be limited only by the

capacity of the underused schools to accommodate them.

So as not to lay themselves open to lawsuits, members of the Greenwich board of education insisted that there be no admission tests and no attempt made to keep out potentially troublesome pupils. Anyone will be accepted, on a first come first served basis, so long as their parents can afford the \$3,575 fee (which is set at the system's average educational costs per pupil, plus 10 per cent).

Handicapped outsiders will be welcome too, Dr Fleishman said, though their fees would be higher, to cover the extra costs of their special programmes.

The American educational system is so large and so diverse that it is difficult to claim confidently that any innovation is really new. Dr Fleishman said he did not know of any other public school system that had launched a systematic effort to attract non-resident fee-paying students. But some public schools do take them on an individual basis.

South Africa/John Kane-Berman

Liberals battle through first year

JOHANNESBURG: Poltu, the new liberal organization among Afrikaners, has grown fast and survived long enough to be able to hold its first annual national congress, despite increasing official hostility.

The Minister of Police, Mr Louis Le Grange, recently warned "certain Afrikaner-speaking students" against fostering contact with "ANC-inspired" organizations, while the University of Pretoria has disrupted Poltu's plans for its congress in July by withdrawing permission for the use of campus facilities.

Mr Le Grange's warning has been interpreted as a reference to Poltu's invitations to various black student organizations to attend its congress.

There are forces at work attempting to estrange the thinking Afrikaner student from the ideas of the Afrikaner Volk and the Government," the minister said.

The authorities at the University of Pretoria to hold its earlier agreed to allow Poltu to hold its congress meetings on the campus, though use of the university residences for accommodation was denied because some of the delegates or observers are expected to be black.

Among the black or non-racial organization invited are the Inkatha movement, Azas and Coss (two black student groups), and Nussas. Denied the use of university residences, Poltu said it would arrange to accommodate any black delegates who accepted the invitation in private homes in the city.

Now, however, Pretoria University has also denied Poltu the right to hold its congress sessions on the campus. A



Modern architecture on an Afrikaner campus... are political ideas catching up with the times?

Witwatersrand, a Nussas-affiliated campus.

Observers here say it is not surprising that the Government and nationalist-orientated universities like Pretoria should be hostile to Poltu. Among themes to be discussed at its congress are: capitalism, socialism, African socialism, or a new alternative; South African labour laws under scrutiny; and the elimination of injustice in the economy possible without eliminating injustice in the political system?

Poltu stands for: full and equal citizenship and political participation; the rule of law; and the underplayed abolition of apartheid discrimination.

In the context of Afrikaner university politics, these make it one of the most liberal organizations to emerge on these campuses in years. Though established only a year ago, Poltu now has branches on all Afrikaner campuses, and is still attempting to establish itself at the bilingual University of Port Elizabeth. It claims to have individual members on black and English-language campuses.

When the organization was founded, several observers predicted its early death, but it now seems to have taken firm root. Its activities include publication of a monthly paper, *Chr.*

A recent issue contained a letter from the Inkatha leader and Xhosa Chief Minister, Prince Gathu Buthelezi, saying "for me it was most exciting to see a group of young white South Africans coming out in support of one people in one land". Poltu recently drew 2,000 students to listen to Bishop Desmond Tutu at the University of the Orange Free State.

East Germany/Wellington Long

Russian: pupils tongue-tied

BERLIN: Although all 10- to 14-year-olds in East Germany have to learn Russian, few pupils are able to converse in that language at the end of their studies, East Germany's official *Teacher's Newspaper* complains.

The journal said that early enthusiasm for the Russian language usually falls off sharply during the fourth and fifth years of study because pupils find it boring.

This feeling could be reversed if teachers used the study of Russian "to develop friendly feelings for Lenin's land". Instruction in the Russian language that does not move pupils in that direction "is in fact time wasted", the journal concluded.

Students get pay of apprentices

BERLIN: West German President Erich Honecker has announced that from September, all pupils studying for the *Abitur*, or in class 11 or higher (from the age of 17) in technical colleges will receive state assistance equal to the amount paid to apprentices.

This represents a 10 per cent increase in the amount of state assistance paid to individual, and is designed to encourage more pupils to study.

Travel

NST LTD

(School, Youth & Adult Travel Specialists)



GUARANTEED FIXED PRICES FOR 1982

All our 'Schoolcoach' Tours are guaranteed fixed for the whole of 1982 and include a full coach excursion programme in the tour cost.

Write in for details to-day to:

NST FREEPOST

13-17 All Hallows Road, Blispham, Blackpool FY2 0BR

Tel: 0253 52525 (10 Lines)

CAA Licence 1369B

Cont Rail Accredited Agents

FIYTO

Skiing in Austria and Italy '81-'82

- Only £160 low season & £180 high season
- For parties of 33 and over, 3 teachers travel free.
- Unlimited use of coach throughout your stay
- Hotel accommodation, tuition and ski equipment included.

NEWBOURNE TRANSPORT

For complete information write to:
Newbourne Transport,
29b Rowley Way, London N.W.8.

Travel

LANGUAGE TEACHERS

This Autumn and throughout 1982

SEE

offer 5 day trips with En Famille Accommodation in Northern France, Brittany, Paris, Limoges, Nîmes, & Bordeaux, Cologne, Karlsruhe & Munich/Berlin.

2 securements and 4 nights En Famille. Prices from £28. Brochure from: Anne Lee, SEE, 18A St Mary's Road, Weybridge, Surrey.

Tel: Weybridge 60440

Call for more war in the classroom

Czechoslovak parents are failing to grasp the need for paramilitary education, educationalists Jitka Polackova complained recently.

In a newspaper article, she argued that the entire activity of kindergarten should be imbued with paramilitary considerations which, she said, contribute to the healthy physical and psychological development of the youngest generation. "Parents who objected, she said, harbour 'less than clear' views of what their children should know and how they should behave."

Polackova's article reflects a major new drive to step up paramilitary education in Czechoslovak schools and colleges, which she thought necessary because of the increasing

gravity of the international situation. The paramilitary training programme, set out in a law of 1973, covers all branches of education, from pre-school to post-graduate, includes vocational and apprenticeship training.

At the kindergarten level, it covers such basics as how to move around in a disciplined group, how to find one's bearings in the vicinity of school and home, and how to put on protective clothing and masks.

At primary and secondary school, it should have its paramilitary aspects properly stressed. The Russian language - the means for communication between the Warsaw Pact allies is stressed in the

spect, as are mathematics, geography and history. But even such unlikely subjects as Czech and Slovak grammar should be treated from a paramilitary point of view, it is said.

At the higher levels, students are expected to understand the "objective laws" governing the origin of wars, and the danger of a "third world war" conducted by the imperialist camp against the socialist countries.

The new drive which stressed in particular the social and political aspects of paramilitary education is aimed not only at school work but also all extra-curricular activity and clubs, especially physical training and sports groups.

Letters

Training and the multi-cultural 'mythology'

Sir, — Once again teacher training is the whipping boy for the deficiencies of our schools. This time we are told by Ken Millins (June 26), echoing the ill-fated Rampton Report, that teacher training has had, and this is to be deplored, "little impact, during the past 15 years, on race relations".

Ken Millins, as a former director of a college of education, ought to know better. It is difficult to decide what is meant by such vague notions as "teaching in a multi-cultural society". Does it mean teaching black boys and girls (as, in part, suggested by Millins's article)? If this is so, it remains a fact that relatively few teachers in Britain teach black children. It is difficult, then, for teacher trainers, preparing their students for teaching in the general run of schools, to put all that much emphasis on the teaching of black children. Particularly in areas such as the North East of England where teaching practice provides few opportunities for teaching black children.

And this begs the fundamental question: ought black children to be taught any differently to white? This question, it may be hoped, remains controversial. There are, in the backwaters of teacher training, some recalcitrant and reactionary staff who still remain unconvinced that maths, geography, art, or whatever, should be taught altogether differently to children of differing pigmentation and skin colour.

No doubt Ken Millins deplores this and would argue for special approaches to the teaching of black and other children identified in terms of often rather dubious racial and ethnic categories. But how are these approaches to be distinguished from the racism Millins quite rightly deplores? Indeed to treat people favourably and positively on the grounds that they have black, white or yellow faces is racism whatever way one looks at it.

As far as preparing students for teaching in a multi-cultural society — where does that take us? Britain has always been a multi-cultural society so there is nothing novel in the problems it presents us.

Millins, like so many evangelists for "multi-cultural education", seems to believe that there is a set of assumptions accepted by all decent, upright, and compassionate citizens. This is not so. As support for this I cite the evidence provided by compassionate churchmen to the Commons Select Committee looking into the secondary

curriculum. The clerics argued that RE should remain compulsory and that "Christianity should retain a central position in what is taught" (The TES, June 26). Religious education for a multi-racial, multi-cultural, and multi-ethnic society?

B. SHAW, Lecturer in Education, University of Durham.

Sir, — Ken Millins has said it all: the pioneer enthusiasts of multi-racial education in teacher training courses of the sixties are the tired salespeople of the eighties. Tired not only because we still fail to sell our goods on a large enough scale; fail to convince even in-service teachers that knowledge of the dynamics of multi-racial classrooms is relevant to all teachers and fail to impress on our own colleagues in other departments that this is so. Add to this the fact that most of us suffer from a crisis of confidence which must arise from the acknowledgement that we have not taught in a multi-racial class room for a decade or so.

Here in Leicester we have a legion of teachers who have both the on-the-spot knowledge and the academic know-how that students so desperately need. They come in to our school of education to conduct the one-off lecture and workshop session. Consumer demand from students is stimulated but cannot be satisfied.

These teachers have to snatch the odd hour or so from their normal school commitments often without adequate cover for the classes they leave behind. For years we have been pressing for, some of these teachers to be officially recognised as essential part-time members of our lecturing team and for appropriate timetabling arrangements to be made in their school base.

It is to be hoped that the Swann inquiry bears in mind the simple fact of the virtual non-recruitment of any new staff to our schools of education and the vital need of appropriate teacher-lecturers of the kind I have outlined.

VALERIE MARETT, Principal Lecturer, Multi-Racial Studies, Leicester Polytechnic.

Sir, — We the undersigned teachers, have spent the present academic year at Southlands College, Wimbledon, following the full diploma course, entitled "Education for a multicultural society".

The opportunity to study in depth this area of major educational concern has led us to a collective understanding that multicultural education without a significant emphasis being placed on eliminating the racism which exists at all levels of the schooling process is a sham. The major findings of the Rampton Committee came as no surprise to us and nor are we surprised at the attempts being made to undermine these findings.

We consider it to be of crucial importance that courses such as the one we are completing continue to receive support from their sponsors and also from local authorities by sending teachers on secondment. We also consider it important that such courses take on board the need for a powerful anti-racist dimension within multicultural education and we look to organisations such as the Commission for Racial Equality and the National Association for Multi-Racial Education to involve themselves in meeting this need.

ANN BRENNAN, JOSEPHINE DAVIES, LAL SINGH GILL, PETER KITCHEN, CHRISTODOULOS MARTIANOU, ROBIN RATCLIFF, AMARJIT SANGHERA, JOHN SHEARMAN, c/o 106 Wandgate Road, Reading, Berkshire.

Sir, — As a pioneer in the field of multicultural education in the context of teacher preparation, I endorse and lament the lack of progress shown by the colleges over the last 15 years.

However, I think Ken Millins, whose commitment to education for a multi-cultural society is as great as he is wise, is unfair to those colleges (some even now closed) who have, against tremendous odds, re-initiated training courses in terms of the implications of education in a multi-cultural society.

Southlands College, in 1967, established the first foundation course for multicultural education, for year 1 students, apart from options, and "segments" of infusion into academic and professional areas. Of course, they were not enough; we knew that at that time. But it was a beginning, to the "permeation" which we hope will emerge, in all courses, in all of (the few) remaining colleges of education and polytechnics in the country in this future.

Ken Millins modestly omits to mention the early and maintained work of

his own college, Edgelywood, Liverpool, also the work of Furzedown and other institutions, now alas, closed to choice. Just for the record, it is right to remember these facts.

Secondly, the fact of underachievement of West Indian, and some Asian children, is undoubtedly proven: by Rampton and endless other surveys and researches. Reasons are crucial, but remedies are even more so. If Michael Hollings and Bhiku Parekh are correct in their letter to *The Guardian* (June 23) "...their problem is not a black problem: it is also a white problem"; then let all concerned cease debating and get on to remedy the situation by examination of their attitudes towards black children, and then the use of teaching skills and expertise towards their positive learning achievement. Both need renewal.

G. MOLLIE M. LLOYD, 8 Branksome Road, Wimbledon, London SW19.

Sir, — I suppose we must get used to well-meaning and liberal people being accused of racism. However, I hardly expected to see that most enlightened of scholars, H. A. L. Fisher, among their number.

On page 35 of the Rampton Report (Cmd 8273) a passage from his *History of Europe* is quoted out of context. It is a passage that ends "It is hardly excessive to say that the material fabric of modern civilized life is the result of the intellectual daring and tenacity of the European peoples".

The passage is seen as an example of racism and of denigration of Asian and African peoples. What the Rampton Report does not go on to say however is that Fisher, in the next paragraph, says that "this astounding supremacy in the field of scientific discovery has not always existed and may not always continue". Europe, wrote Fisher, was not always the tutor nor Asia the pupil.

Furthermore, in his epilogue, Fisher writes: "An insane racism threatens to rupture the seamless garment of civilization. May future generations close the rents, heal the wounds, and replace our squandered treasure of humanity, toleration, and good sense". It is a pity that the race relations industry has chosen to single out a great liberal as an example of intolerance. It is an even greater pity that such reports as a piece of given fact.

MICHAEL ARGLES, University of Lancaster Library, Hallrigg, Lancaster.

Poor response

Sir, — I am writing to express my indignation at what appears to be an apathetic response, and thus perhaps an indictment of the profession, to a course recently designed and put "on offer" to teachers in the Gloucestershire area.

The course, titled "English teaching for non-specialists in the secondary schools", has been designed by Mr D. Burns, the county adviser. In conjunction with Mr I. Higgins at The College of Education, Cheltenham, in that it's aims are to give professional and practical support and advice to staff who may increasingly find themselves teaching outside of their specialism — I myself am head of geography — I find the response, of six staff from a total of over 600 schools circulated, dismal. Is this a true reflection of how teachers view the possibilities of entering upon such a course? Even if a teacher teaches only his or her specialism surely the teaching of English and the use of language are fundamental. Report come on? — that's if you need a report to confirm what should be regarded as intuitive. In *Teaching Geography* (April 1981), an article by Dr. C. Gifford explained how he and his language across the curriculum policy and as such showed how at the departmental level, such thinking, is fundamental and needs to be considered in all that we do. It seems that the course

Weighty subjects

Sir, — It's all very well for David Lister and his cartoonist colleague to take the rise out of someone who spent two years teaching the wrong set book (June 19).

Next time they should pity those GCE boards which persist in producing half-baked volumes detailing everything from art to music, and from biology to zoology. How much better it would be to rationalize syllabuses and issue these to schools on a scale related to candidate entries for particular subjects.

Then anyone teaching an examination syllabus could reasonably expect to have a personal copy.

A. G. SULLIVAN, 3 Army Row Cottage, Twyford, Winchester, Hants.

being offered identifies that such a problem does exist and gives teachers the opportunity to become involved and solve some of their problems and thus enhance their pupils' learning experiences.

I couldn't quite believe the letter from the joint course director: "Unfortunately, at the moment — I haven't got a place after all I thought — it is undersubscribed, and unless more people opt for it, it will not run."

As long as staff are willing to stick and wait for the next increment or retirement, then the teaching profession will continue to be seen not as a profession, but as, "oh, you're another teacher are you?" Also, before we're all turned off or on by computers across the curriculum, language across the curriculum, and thus English teaching for non-specialists in the secondary schools, is fundamental. We should be trying to turn out people who are able to communicate in a variety of ways no matter what "subjects" they have studied in their secondary years.

(The course referred to has been submitted and approved by Bristol University who act as the awarding body of a certificate on the satisfactory completion of the course.) ADRIAN WILLS, Head of Geography, Kingshill School, Cirencester, Gloucestershire.

Councils role

Sir, — Mark Jackson's report (June 26) described a new 17-plus certificate to be offered to schools and colleges by the City and Guilds of London Institute in the next academic year.

The institute is reported as saying the education service cannot afford to wait while the DES decides how to run the new 17-plus heralded in its October 1980 Green Paper "Examinations 1981". Basil Henson, controller of the institute's education department, is quoted as referring to collaboration with the Schools Council and FEU on developing courses of this kind.

May I make it clear that the Schools Council is not at present engaged in any course development work with COLI. The Council has maintained an interest in the FEU feasibility studies on "A Basis for Choice" and has encouraged a few schools to make preliminary assessment of the implications of "Basis for Choice" criteria for schools. However, the Council has recorded its concern that a new system of 17-plus courses and qualifications should take full note of needs and experience in schools. The Council would want to play a full part in developing any new system in cooperation with institutions and examining bodies from both school and further education sectors and looks forward to guidelines from the DES that will allow this urgent work to begin.

J. F. MANN, Secretary, Schools Council, 160 Great Portland Street, London W1.

Upper sixth

Sir, — I feel I should correct an error which crept into the article on Atlantic College on June 19. It is described as "Britain's first sixth form college". This is certainly not correct; Welbeck College which opened in 1953 predates Atlantic College by nine years and probably deserves the title.

As far as I can see from the records of the War Office, as it then was, did not use the title "sixth form college" until much later, describing Welbeck merely as a boarding school. It does appear though that the idea for a separate school for sixth form studies arose during the deliberations of a committee considering entry to Sandhurst and to that extent, the army can claim to have "invented" the sixth form college as well as founding the first one.

M. J. MALONEY, Headmaster, Welbeck College, Workson.

Profiles for all: a real alternative

Sir, — David Lister's report on the Stoke Rochford Conference and Philip Venning's report of the Department of Employment survey on recruitment (June 26) both emphasize the growing gap between the very limited objectives of GCE and CSE and the much wider objectives of a balanced 11-16 education.

I have been sponsored by the education unit of the Department of Industry to send a questionnaire to 280 firms in England and Wales with examples of our own 16-plus Pupil Profile, which covers the whole ability range and reflects a wide range of qualities and skills appropriate to education today. The full details of this survey will be published in due course but a preliminary study of the response from some 50 major and 50 small-scale employers, distributed widely in England and Wales, yields some important points. There is a clear consensus that the pupil profile is of value to employers on pupils likely to gain several O levels as well as those less highly qualified. The components employers rated very important or quite important are personal qualities, numeracy, literacy, skill in communication and, for a substantial proportion, reasoning and practical skills are also of great value; almost all employers welcomed a pupil contribution.

We have deliberately sought critical comment and out of this brief preliminary survey of the returns so far it is clear that while the general idea of pupil profiles gains ready, indeed in many cases enthusiastic, acceptance, there are a number of aspects in which conflicting views occur. These include the size of document, layout and space taken over entries, the value of the "personal" hand-written comment versus the more easily read computerized print-out and the place of negative or critical comments in the profile. It is also clear that nationally

standardized tests or criteria in certain areas (literacy and numeracy are obvious possibilities) would not only be welcomed but would reduce significantly the scope of tests employers feel that they need to set for entrants who have just left school.

Outstanding among the advantages of pupil profiles would be their availability in the Spring because one of the major reasons for the proliferation of tests set by employers is the non-availability of examination results until months after posts are filled. A further reason is that the majority of CSE and GCE results are not easily interpreted in terms of the employer's requirements. Many of the skills and qualities required at various levels of employment are, in fact, valuable in all aspects of post-16 activity and we can often identify them within the subjects of our formal curriculum. Unfortunately they are not separately identified or assessed in our reporting of examinations and so employers are forced to devise their own tests.

The establishment of GCSE in the next few years will inevitably exclude about 40 per cent of our pupils from evidence of a balanced curriculum to 16-plus. This will be divisive in the extreme: but the existence of a nationally recognized 16-plus Profile for ALL pupils can compensate and provide schools with aims and objec-

tives applicable to all pupils — and, in turn, motivate those for whom GCSE is not a realistic target.

M. SCOTT-ARCHER, Headmaster, Brynmawr Comprehensive, Rhyl, Gwent.

Sir, — It was heartening to read David Lister's account of the Stoke Rochford conference on the needs of the 14 to 19 age range, and one looks forward to the setting up of pilot schemes.

I am concerned, however, that Lord Gowrie, Mr Robertson, and others seemed to be unaware that many schools have for some years been dealing with the client group identified by the conference, alongside the more traditional examination-oriented group, and their teachers already have a fund of useful experience.

For example, my school cannot be the only one in the country which offers:

● An open-entry sixth form containing candidates for four good A Levels, large numbers of one-year students with a substantially vocational curriculum, and at one time a spastic remedial student — not to mention those who have stayed on simply "to mature", and have subsequently proved attractive to employers. Work experience has been provided as appropriate.



Do it in school

Courses for teachers with a classroom focus.

Here are six learn-as-you teach courses plus a brand new materials pack to better your teaching, improve your pupil's achievements and brighten your promotion prospects.

These courses are focussed on the classroom and have been developed with the help of practising teachers drawing on their own everyday classroom experience. The four Reading & Language courses can be taken separately. Together they make up our Diploma in Reading Development — now recognized by Burnham for increment purposes.

Reading Development An activity-based course to help you improve reading standards at all age and ability levels.

Language Development A practical course which links theoretical understanding of the process of language development and use to classroom practice.

The Reading Curriculum and the Advisory Role A series of projects in which teachers draw on earlier work in developing a balanced reading curriculum and sharing their experience with colleagues.

Reading and Individual Development Previous Diploma Studies are here systematically applied to develop all-round reading competence in individual children in the context of a broader language experience.

Curriculum in Action A practical course of action to help you carry out a thorough and systematic evaluation of children's experience in the classroom.

Mathematics across the Curriculum To help you make mathematics as natural as reading and writing.

Education for Family Life Helps secondary school teachers plan work on parenthood, child development and personal relationships. If you feel these classroom-focussed courses better your teaching, improve your pupils' achievements and brighten your promotion prospects, send the coupon or phone (01) 200 0200 today.

To: A.S.C.O. The Open University,
P.O. Box 76, Milton Keynes MK7 6AN

Please send me your free Guide
to 1982 Associate Student Programme

Please use block capitals

Name _____

Address _____

Post code _____

The Open University
P.O. Box 76, Milton Keynes, MK7 6AN

features

Parents who are considering educating their children at home may find some encouragement in the case of the Harrison family. Dick Kitto looks at its educational and legal implications

Doing it their way

Geoffrey and Iris Harrison have been fighting for 10 years with Hereford and Worcester Local Education Authority for the right to educate their children at home. This fight culminated in January last year in their conviction at the Magistrates Court for failing to comply with school attendance orders in respect of three of their children.

They appealed to the Crown Court, and on June 1 this year Judge Roy Ward allowed the appeal in the case of their daughter Andrea, 17, but not in respect of Grant, 15 and Newell, 11. Their struggle is not yet over, for they propose to appeal to the Divisional Court against the verdict on Newell and Grant. Although the outcome is still undecided, the Crown Court judgment is important, and will provide some much needed guidelines for future relations between parents and the authorities.

The story begins when the Harrison's eldest daughter Wanda started school in Gloucestershire at 5. This had disastrous effects and after six months her parents withdrew her. At the insistence of the authority she later returned to school, but after about a month was again withdrawn and there were threats of a school attendance order and court action. Wanda was seen by a child guidance officer who recommended that she be sent to a school for maladjusted children, with the threat of a care order if she continued to stay out of school.

The Harrisons were convinced that the so-called emotional disturbance was the result of the school environment, and did not indicate that she was maladjusted. They were not prepared to return her to a situation that would perpetuate her unhappiness, and the family moved to Worcestershire to escape the threat of a care order. This experience engendered in the Harrisons a mistrust in the judgment of the authorities and of educational "experts" which coloured all their subsequent dealings with L.E.A.s, a mistrust which they feel is now vindicated by the fact that Wanda, at 19, is an exceptionally well-adjusted and talented young person.

In Worcestershire the parents were again in trouble with the authorities. Eventually, at the parents' instigation, the children were seen by an educational psychologist, who diagnosed dyslexia in all the children in varying degrees. Geoffrey, the father, was also a severe dyslexic, who had left school unable to read, but had learned later as an adult.

As a result of this assessment Wanda and later Andrea were sent to Kilquhanity House, a progressive boarding school modelled on the ideas of A. S. Neill. After two years the children had made no progress with reading and writing, and for this and other reasons the parents

removed them. The L.E.A. offered to provide home tutors but none of these had the relevant experience of dyslexia, and the Harrisons were not prepared to accept them.

From this time on relations between the family and the authorities deteriorated, for the Harrisons were practising a system of education completely at variance with what is practised traditionally in schools. There was no time-table, no formal lessons, no "teaching". The children learned in accordance with their own interests and their own motivation. The parents encouraged them by example, by providing resources, and by helping when asked to do so.

This was not some new, untried method, for it has been at the heart of the progressive school movement, and was practised in such schools as Summerhill and Darlington Hall. Roland Meighan, Lecturer in the Sociology of Education at Birmingham University, an expert witness for the Harrisons, explained that it is known as "autonomous" education, and that for some time it has begun to infiltrate the state system, especially primary schools. It also had the approval of the Berne Conference of European Ministers of Education in 1973, the British representation to which was led by no less a person than Margaret Thatcher.

No one has questioned the fact that the children benefitted from this system. In the Magistrates Court the prosecution conceded that "the children are happy, pleasant, courteous people. They have many aptitudes that other children don't possess. They are well prepared for the sort of life their parents lead."

In the Crown Court several witnesses came forward to confirm this, and to extol the children's good manners and social skills, the ease and confidence with which they converse with adults, their adaptability, the busy and active lives they lead, their many practical talents — plumbing, building, carpentry, horticulture, poultry-keeping, car maintenance. But this left out the question of academic attainments, and it was their academic work about which the authorities were concerned.

There was not a lot of doubt about Andrea even though she had no GCE or CSE certificates to boast of; she produced voluminous notebooks, she plays the violin well, she keeps accounts, she has learned shorthand. But Grant at 15 and Newell at 11 still cannot read or write fluently and what is more are receiving no structured teaching in reading and writing. It was this absence of formal instruction for all three children that the authority hammered home, and on the basis of which they affirmed the Harrison's failure to satisfy them.

The Magistrates in January last year found the

Harrison parents guilty, but gave them an absolute discharge. This was a confusing verdict that needs to be scrutinized. The Education Acts are the law of the land; if you don't observe them edicts you are breaking the law, and if you are taken to court and convicted you are guilty of a criminal offence. This normally brings retribution, and the best you can hope for is a suspended sentence, or to be put on probation.

But to be told "Yes, you are guilty, but all the same we are going to let you off scot free" indicates very special circumstances, or a considerable degree of confusion and uncertainty. It was this confusion that the Crown Court was expected to clarify; but this expectation was only partially fulfilled. After two weeks' deliberation, the final judgment only underlined the confusion of the Act and the difficulty of arbitrating on such an elusive concept as education.

The Judge accepted that the children were not simply left to their own devices, and that they received an education that was "systematic" and "in its own field a marked success". He was satisfied with Andrea's education, because "she could read and write competently, can do shorthand and can type", but not with Grant's and Newell's, because Newell cannot read at all and Grant's reading ability is at most rudimentary.



"It may well be that external assistance, or structured programme, might not have achieved any positive result, but none of the bench thought it proper to discount the possibility." Since Andrea and Grant and Newell had all received substantially the same style of education, the Judge was making his assessment on results rather than on the education's intrinsic content. This raises important issues.

Section 36 of the 1944 Education Act says: "It shall be the duty of the parent of every child of compulsory school age to cause him to receive efficient full-time education suitable to his age, ability and aptitude, either by regular attendance at school or otherwise." The word "efficient" here has always caused problems and defied clear interpretation. No guidance is given in the Act; the Judge defined it as "achieving what it sets out to achieve", and directed the Court to accept this definition.

But this does not resolve the problem, because although the Act says that children must be caused to receive education, it does not anywhere

state that they must benefit from it. It did, though, state that the children must be caused to receive education. When Sir Alec Clegg was Chief Education Officer of the West Riding he claimed that one pupil's "failing to educate 40 per cent of their pupils" and the figure has surely gone up since then.

You can force a boy to sit at a desk, you can pour information in him, you can offer him structured plans and incremental steps, you can dangle arrays of incentives, you can punish him for inattention and idleness, you can be a paragon of efficiency, but you cannot force him to learn, and no teacher can be held legally responsible if he doesn't. In particular you cannot force a severely dyslexic boy to read; he cannot even force himself to.

In 1973 Margaret Newton, who first diagnosed dyslexia in the children, said that Grant might well not learn to read until he was 17 or 18, indeed might never learn. So how can the parents be held responsible for the fact that he cannot read at all, especially when their educational provision has already demonstrably succeeded with Andrea and also with Wanda? The Judge claimed that Wanda and Andrea had both been given the foundations of reading and writing during their brief stay at Kilquhanity House School, but there was no evidence for this. At 15 Wanda had reading age of 8½, and it was during her 15th year that she spontaneously acquired fluency because of her interest in learning about ponies.

The Judge's interpretation of the word "efficient" could have embarrassing consequences. Of course, the law is the law, regardless of the consequences. But it is important to look beyond the words to the law's intention. Surely it cannot be the intention of successive Education Acts to force upon the parents (for it is the parents who have ultimate responsibility) a legal duty to ensure that their children's education achieves what it sets out to achieve? No school and no system of education can guarantee that.

If then education is to be assessed not by its results but by its intrinsic content, by what standard is it to be measured? The real issue in this case was not whether the Harrisons were practising some hypothetical utopian education, structured, planned, achieving all it set out to achieve, but how it compared with the alternative offered by the local education authority which they had rejected. It is surprising that the Court did not look in more detail at what might have happened to the children if the parents had accepted the various provisions offered by the L.E.A.

Gloucestershire proposed a school for maladjusted children for Wanda; Worcestershire sent her and Andrea to Kilquhanity House, at which they progressed very little, and offered three tuition, none of whom had experience of dyslexia. The local primary school they were told had a small special learning unit, but there was no evidence of its success rate, how it was staffed or how it operated. The secondary school had a particularly remedial teacher in years one and two but nothing for later years — and this is the school to which Grant's attendance order referred.

It is important to remember that this case was an appeal against conviction for failing to comply with attendance orders. As a consequence of the convictions the parents are in breach of these orders, and can be forced to comply with them. From statements reported in the press it seems

the authority would be prepared to deal sympathetically with the boys. But there is no guarantee that they will do so, nor that they have the resources to do so effectively.

James Hemming, the educational psychologist, the other expert witness for the Harrisons, emphasized that modern research into dyslexia has established that it derives from a specific pattern of brain structure, and that the emphasis on verbal skills in most schools presents a real danger that dyslexics will suffer profound frustration because of their inability to express their real capabilities. This is a danger that does not arise in autonomous education, with its emphasis on practical skills and on self-motivation.

The local authority claimed a 75 per cent success rate in curing dyslexia, but how does this compare with Grant and Newell's chances of success at home, with the successful examples of Wanda and Andrea before them? What is the basis for the balance of probabilities that they would be better off in a structured "special learning unit" at school?

It is significant that all reports on the case refer to the "right of parents to educate their children at home". The Education Act nowhere refers to rights, only to duty. "It is the duty of the parent to cause his child . . ." The assumption is that if you send your child to a state school you are automatically discharging that duty.

But supposing in your opinion the only available state school is not causing your child to receive efficient education? Surely in that case there is not merely a right to seek alternatives, but a duty to do so? If the schools designated in the attendance orders had been subjected to the sort of scrutiny directed at the Harrisons' provision, they too might have emerged as failing to achieve what they set out to achieve.

Having dealt with the "efficiency" of the education offered, the judgment went on to consider its suitability to the children's age, ability and aptitude — another requirement that the Act leaves in mid-air, unqualified and undefined. "In our judgment", it read, "that requirement is fulfilled if, and only if, the education is (1) such as to prepare the children for life in modern civilized society, and (2) to enable them to achieve their full potential."

What does this mean? What is the "hidden curriculum" behind these aims? Does it mean to prepare children to conform to society's currently accepted values, many of which are just what the Harrison family are questioning and rebelling against?

These doubts were pinpointed by a significant exchange about Grant. His ability as a practical builder was under discussion, and counsel for the authority interjected "if he had been better educated he might have become an architect, and not just a builder." But is becoming an architect suitable to Grant's aptitude and ability? Or is it suitable only to the sort of conception that barristers and educationists, and perhaps also Judges, have of success?

An architect is a professional, a builder is an artisan. Does Grant want to become a professional? Is this a prime example of the authorities, the professionals, the establishment, imposing their own value judgments and prejudices against the common-sense evidence before their eyes? Are such people, well-intentioned and well-qualified as they may be, really equipped to judge the promise of the future on behalf of someone like Grant Harrison?

between Sir W. Emrys Williams and Lord Keynes.

Williams, as head of the British Institute of Adult Education, had initiated travelling exhibitions with the title of "Art for the People", which had been accompanied by guided lectures. Keynes argued for dropping the lectures on the ground that people needed no help to understand paintings. His view was deplored by Williams, who castigated him for his "donnish streak or superiority" and, incidentally, won the battle.

On the other hand, educators distrust the motives of the arts promoters, and are often unwilling to accept the methods adopted by artists and companies in pursuing educational activities. Work in schools can be seen as a marketing tool to fill theatres, or to justify the existence of art galleries. It might be thought of as an easy means of earning subsidy from a captive audience. Of course, there are some teachers and local authority officers who consider that the arts, while entertaining, are irrelevant to the real business of life.

If these views were the only ones being expressed, the Arts Council might as well give up. But there are a number of important people who think otherwise, and there are many more people who are actually putting the ideas into practice.

This brings us to the last area of confusion: Who is to make the assessment, and by what criteria? The Harrisons refused to accept assessment by the L.E.A. because the method the L.E.A. proposed was, they felt, entirely out of keeping with the spirit of the education they were providing, and because their insistence on structured teaching was biased against it.

But the law says: "The parent must satisfy the authority . . ." Does this mean that the authority collects the evidence, provides the criteria and makes the judgment, and that if the parents are dissatisfied with the authority's decision their only recourse is to the Courts? If so, this can only be achieved by refusing to comply with an attendance order, and if the case goes against them they are guilty of a criminal offence. This can also carry the danger of a care order, a threat often resorted to by L.E.A.s.

This situation makes a mockery of Section 76 of the Education Act, which says that " . . . pupils are to be educated in accordance with the wishes of their parents." The intention of the Act is surely to protect children against neglect and abuse, not to force every family in an area to submit to a monolithic system dictated by the local authority?

Here again the judgment touched upon these issues, grasped at them, but finally wavered. It criticized the Harrisons for refusing to allow the L.E.A. to monitor the children's work. Now presumably this criticism was not made idly, but was one of the factors that influenced the judgment. Yet the appeal was allowed in the case of Andrea, even though her work had not been monitored. Evidently, although monitoring was taken into account, it was not a determining factor.

It seems to be a characteristic of human nature, or at any rate of man's nature if not woman's, to believe that if only he applies his intelligence to organization, if only he can produce a blue-print, a central plan, a structure, he can improve things no end, he can impose an improvement upon them. This does work when you are building bridges or devising a railway timetable. But it doesn't always work, especially when human nature intrudes, and it is nowadays questioned in many fields.

In education it is questioned by the autonomous system, and although the Judge tried hard and fairly to accept this as a valid viewpoint, he succumbed in the end to his predilection in favour of an imposed order. He construed education as meaning "the development of mental powers and character and the acquisition of knowledge through the imparting of skills and learning by systematic instruction". This definition would probably be disputed by most people concerned with education, and of course one of the problems is that there is no definition that would gain universal agreement.

It is this that makes legal judgments so fragile, for given that definition it is almost inevitable that the appeals would fail — indeed, the surprising thing is that, in spite of it, the appeal was allowed in Andrea's case. However, in allowing the appeal in respect of Andrea the judgment has a number of implications for both parents and L.E.A.s and for future court cases.

The Act does securely establish that you may educate your child "otherwise than at school", and that you do not necessarily have to provide structure, or a planned timetable, or anything which corresponds to normal schooling; nor do

you have to conform to any particular system of education favoured by the L.E.A.; nor do you necessarily have to allow the L.E.A. to monitor your children's work; nor do your children have to work for or achieve success in public examinations. What you do have to provide is evidence of fundamental academic skills such as numeracy and literacy.

This is the first time that any such judgment on an Education Act has been made in a higher court since 1911, when in *Bevan v. Shears* three High Court Judges reached rather similar, though much less sweeping, conclusions. Unless it is modified or over-ruled on appeal to the Divisional Court, it represents an important precedent in interpreting Sections 36 and 37 of the 1944 Act. In spite of its shortcomings, it has gone a long way towards clarifying these sections, and it will certainly be of help to families wishing to practise alternative forms of education under the "otherwise" option.

When in 1961 Joy Baker finally won her 10-year battle to educate her children at home

on a legal point, her example did not immediately create a crowd of imitators. But times have changed. The public image of state education has not improved in the intervening 20 years. More parents are critical and questioning. Many more families have proved that the "otherwise" option offers a practical and rewarding alternative.

So far there has always been this uncertainty about the legal position, always an untested threat in the background. Now there is a little more light, a little more reassurance. Whatever the final outcome for Grant and Newell, the case of Andrea Harrison may prove to be a landmark, in loosening the stranglehold that the authorities and schools and teachers have on education, and in creating the sort of diverse and flexible provision that many people see as desirable.

Dick Kitto is the founder of Education Otherwise, an organization which helps and advises families who educate their children otherwise than at school, or who contemplate doing so.



Grant (left) and Newell, with their mother: their appeals were rejected.

Next week the Arts Council publishes a consultative document on its relations with education. Irene Macdonald describes the problems and possibilities in encouraging cooperation between the arts and education

Natural allies?

The Arts Council began in 1945 as a post-war continuation of the Committee for Encouragement of Music and the Arts. Although it owes its existence to the officials of the then Board of Education (and to the Pilgrim Trust which gave it funds), it has only recently begun to accept that it has an educational duty.

This has largely come about through the efforts of Sir Roy Shaw, the present Secretary-General, who arrived in 1975 after a distinguished career in adult education. His interpretation of the Council's charter led him to ask what was being done to

carry out the first chartered duty, which is "to develop and improve the knowledge, understanding and practice of the arts".

Admittedly, there was the Writers in Schools scheme, operating at a relatively low level, and certain repertory theatres received funding for their theatre-in-education teams. But in spite of these initiatives, there was no overt commitment to educational work.

What were the reasons for this inactivity? The WBA's unwillingness to implement the first chartered duty? A number of practical difficulties were put

forward: the Department of Education had forbidden direct educational work which might result in double-funding; the Arts Council's budget was infinitesimal compared to sums already being dispensed in the educational sector, so assistance could only be minimal; funds were not sufficient even to implement fully the second chartered duty, which is to make the arts accessible throughout Britain.

In the face of these objections, Sir Roy turned once again to the charter, and said that the Arts Council was urged to fulfil its duties through cooperation with government bodies, local authorities and other appropriate organisations. This principle had been accepted for provision of the arts, and recognition given, for example, to the crucial role of local authority leisure and recreation departments.

Sir Roy's solution was that the Arts Council should co-operate with those whose job it was to provide education. The Council would remain the Arts Council rather than becoming the Arts Education Council, but it would pursue collaborative links with educational bodies, ranging from national organisations such as the Schools Council to L.E.A.s, extra-mural departments and the WBA. Furthermore, it would encourage its clients to do likewise. Again, not constraining them to become educators, but to establish a new

partnership with educators, in which each does what it has the skills and the resources to do best.

In 1978, the post of education liaison officer was created. The brief I was given when I took the post was to encourage cooperation between the sectors of education and the subsidized arts. The scope of the job is wide, given that there is a responsibility to cover all art forms supported by the Council throughout England and all levels of education. It is not, however, the breadth of the job which has presented problems. The major hindrance is that of negative attitudes among educators, artists and arts administrators.

To begin with the arts sector, and to put the problem at its simplest, there is a distrust of education itself. It is characterized as serious and boring, more able to dispel interest in the arts than to create it. There is a feeling that only the most gifted teacher can inspire pupils in the arts, while the rest may as well go back to the staffroom and leave the children to get on with it.

This attitude is often coupled with a belief in what might be called "the electric-light syndrome". The assumption is that exposure to the arts will bring about improved knowledge, understanding and practice. Flick the switch (or raise the curtain) and there we have it: instant illumination. Looking back on Arts Council history, the problem is exemplified in the clash

between Sir W. Emrys Williams and Lord Keynes.

Williams, as head of the British Institute of Adult Education, had initiated travelling exhibitions with the title of "Art for the People", which had been accompanied by guided lectures. Keynes argued for dropping the lectures on the ground that people needed no help to understand paintings. His view was deplored by Williams, who castigated him for his "donnish streak or superiority" and, incidentally, won the battle.

On the other hand, educators distrust the motives of the arts promoters, and are often unwilling to accept the methods adopted by artists and companies in pursuing educational activities. Work in schools can be seen as a marketing tool to fill theatres, or to justify the existence of art galleries. It might be thought of as an easy means of earning subsidy from a captive audience. Of course, there are some teachers and local authority officers who consider that the arts, while entertaining, are irrelevant to the real business of life.

If these views were the only ones being expressed, the Arts Council might as well give up. But there are a number of important people who think otherwise, and there are many more people who are actually putting the ideas into practice.

The first Government White Paper on the arts (1965) asserted: "The place that the arts occupy in the life of a nation is largely a reflection of the time and effort devoted to them in schools and colleges." Other recent supporters range from Lord Redcliffe-Maud, with his view that the arts and education are natural allies, to Edward Bond, who has stressed that teaching about art is as important as creating it.

At the beginning, a particular line of approach was adopted. This can be divided into four sections: stimulation of cooperative ventures; advice to interested potential collaborators; collection of information on existing work; dissemination of this information.

In practical terms, it has meant organizing meetings and conferences (such as last year's Professional Arts and Schools conference), lecturing on DES courses, advising teachers on local schemes and facilities are available, observing projects, producing a twice-yearly Education Bulletin, commissioning small-scale evaluations and bigger national surveys (as, for example, our forthcoming report on Adult Education and the Arts).

A great deal has happened in the last two years. A new Arts Council dance-artists-in-education scheme has begun. An education officer in the art department produces materials

for touring exhibitions. It is a policy of the contemporary music network that priority for concert-bookings is given to promoters devising related projects with local teachers and lecturers.

There has been considerable development by the Regional Arts Associations of the Writers in Schools and Artists in Schools scheme. Many national theatre, opera and dance companies have appointed education officers. There have been innovative visual arts programmes carried out by our subsidized galleries.

The Arts Council is now embarking on a second line of action. Obviously, the Council will continue to act as "match-makers" in promoting joint activity. But, as well as spreading interest, the council wants to deepen it.

Research is therefore a priority: our first major project will be on Critical Studies in Art Education, organized with the Schools Council. There will also be joint courses run with the DES, at which teachers and advisers will come together with artists and arts personnel: the first will be adult education, followed by one on dance.

Progress has certainly been made; but in the microcosm rather than the macrocosm. The Arts Council cannot work effectively in this field unless there is an adequately equipped education service to sustain the partnership. Our work is limited in any case to the extent that an artist is

made available for a week's visit to a school, but it is the arts teacher who is needed for every week of the year.

Nor is there much point in having gallery education officers if there is no money for travel to the gallery. While children may gain a new interest because of a particularly vital performance, without the teacher to have created avenues of approach to the work and to develop that interest, the experience is stunted.

So, while it is possible to be enthusiastic about what has happened, and optimistic about what might happen in small but significant ways, one must also be realistic. The Arts Council may succeed in convincing those in the arts that education is necessary, and arts educators may be persuaded that contact with the subsidized arts is invaluable. But the problem still remains, that our society has not yet recognized the arts as a basic need, not arts teaching as an essential ingredient of education.

Irene Macdonald is educational liaison officer for the Arts Council.

The Arts Council and Education: A Consultative Document is being distributed to local education authorities and other interested bodies. Individual copies can be obtained free from the Education Unit, Arts Council of Great Britain, 105 Piccadilly, London W1V 0AU (tel. 01-929 9495).

Talkback

Imposing adult values

Jim Hornsby

Victoria Newmark's resumé of the seminar on "Broadcasting and Youth" (May 8) highlighted and problems of broadcasters concerned with representation of young people and their interests on the airwaves.

In criticism of the day's proceedings, and of the status quo in broadcasting, she said that young people have little or no say in the programmes that are made in their name; young people's interests are "ghettoized" in pop music and other low-funded programmes; and, perhaps most important of all, that many broadcasts do not yet acknowledge "the different social classes in which young people are growing up" and that "all do not share the same interests".

I have much sympathy with her criticisms, but hope that the problems are not intractable.

The failure of broadcasters' work in this area is analogous to that of educationists who impose adult values on youth, by guiding them through academic formalities, at the expense of recognizing the perspectives of the young people they are teaching.

Taking a very simplified view, it is possible to divide recent broadcasts into those which tend to offer palliative guidance to young people, and those others which in a variety of ways present aspects of our culture which are not usually included within the consensus of general broadcasting.

In the first category, a cluster of recent programmes have been produced about jobs. These have arisen because of the dominant news values which make young people "newsworthy". Thus, because the rise in youth unemployment is a current issue, it is taken up by the media, and treated as a newsworthy problem.

In making programmes about jobs, broadcasters turn to their primary sources of reference - the experts - who then give well-intentioned but often contradictory advice, such as how to do well at an interview. This kind of output does have a function, and it can have a superficial kind of success; but it will hardly convince those young people who, as a result of their experiences, are already disaffected.

The second cluster of programmes start out more promisingly by acknowledging young people to be a complex social group whose actions, looks and values are as varied amongst them-

selves as they are generationally separated from the adult world.

In music, *The Old Grey Whistle Test* is a regular alternative to *Top of the Pops*; *16 Up* presented young people who discussed social problems in a manner which could hardly be said to fall within the usually accepted consensus; *Something Else* was the first series to give young people an access slot; and the educational series *Viewpoint 2* was openly critical of the media's representation of young people and other social groups.

Those young people that I have spoken to are quick to pick up on the new content and form of these programmes and recognize, for what they are, their moments of success and their shortcomings.

The better representation of young people depends very much on the lines of communication which can be established between broadcasters and the outside world. The significance of this is that lines of communication do not occur naturally, but are institutionally structured in complex ways, which are determined by specific definitions of "newsworthiness".

Creating new lines of communication may mean establishing a new set of values in respect of young people in order to gain more representative advice.

At the most local level I have worked with a group of young people in the hope of producing an access programme for local radio (somewhat misleadingly reported in Victoria Newmark's article as the "Sevenoaks Media Club"). The institutional structure which has sustained this project has emanated from a school media unit which is fortunate to possess facilities for video, film and photography, and which has a remit to provide educational courses for pupils.

From this starting point a chain of communication has been developed with the community through the youth tutor for the area, and through him the social services department, the local press, schools, colleges and youth clubs and, finally, with the local radio station itself. It's a fragile structure, informally based, without finance, and as much dependent on the good will of the institutions as it is on the interest of the young people who have taken part.

For the future of such local ventures, and for the wider representation of youth regionally and nationally, the recommendation of "Broadcasting and Youth" to establish a Young Adult Media Unit, as a means of structuring lines of communication between broadcasters, youth agencies and young people themselves, seems a most practical and valuable suggestion.

Jim Hornsby works in the Media Unit, Sevenoaks School, Sevenoaks, Kent.



Examining the books

Leonard Hill

I feel that an examination of the readability and subject content of our library books in the light of pupils' reading competence and tastes might provide useful insights. Accordingly, I presented a standardized comprehension test and a questionnaire on reading interests, refined by pilot work in a local middle school, to our 127 boys and 121 girls.

Then I catalogued the school's resources of five thousand books under Fiction and Information into fifty categories. Once the figures were estab-

lished, a five per cent random sample, stratified by category and placement, was measured by a Fry Readability Graph, calibrated in years and fractions.

The findings indicated extensive mismatching of literature to pupils. Most of the books were of readability levels 11 to 17 years, whereas the comprehension test results suggested that the majority of the children needed texts appropriate to their age-groups.

For prose difficulty, the smaller stocks in the lower school and fiction - rather than non-fiction - were more accessible and better suited to their readership. The greatest discrepancy was to be found, therefore, between the older pupils and their reference books.

From projections of the random

sample, I discovered two more examples of ill-provision - a dearth of every kind of literature at readability levels of nine and ten years, and a collection of three hundred volumes which were beyond the full comprehension of any child in the school.

The questionnaire results registered ghost stories as the clear fiction favourite, followed by tales of action, war, sport, love and horses. Votes on factual subject content made football, cookery, dinosaurs, puzzles and human biology the most sought-after topics.

A comparison of the children's preferences with the library catalogue revealed the incompatibility of the two lists. The most popular books were supplied in small numbers, whereas copies of unwanted works were plentiful. In the non-fiction section, for instance, the children requested twenty times as many cookery books as were on the shelves, but evinced little enthusiasm for the many biographies available.

Over the school as a whole, I found a significant negative correlation between the pupils' choices and the subjects of information books provided. The more the children were interested in a type of book or topic, the less likely they were to be offered it.

When I chatted later to the classes, they confirmed the study findings. Complaints were made of the length and complexity of many books, and the lack of exciting fiction and lively works of reference. What the children wanted were simple, unambiguous stories and texts they could read without undue strain.

It appears that, despite the considerable attention and support given to our school library, a large number of books are too difficult for their intended readers, and much less attractive than they might be.

Most of them have been purchased in the last ten years. During that time over thirty teachers have shared responsibility for ordering library stock. No doubt collections of similar material are to be found in other schools.

Leonard Hill is a children's book writer who teaches in a Sussex junior school. A longer version of this article was published recently in the *British Journal of Educational Psychology*.

Children's stereotypes

D. J. Smith

When the Finniston Committee commissioned an NOP survey to investigate public attitudes towards professional engineers in Britain, it was discovered that 68 per cent of the adults questioned thought that engineers carried oil-cans and sweat-rags, and wore dirty clothes. In another survey, a sample of adults rated engineering lower than male modelling as a career for their sons.

Not unnaturally, Sir Monty and his colleagues were rather disturbed by these observations, and expressed some concern that the poor public image and low status of engineers might deter able children from considering careers in the engineering profession.

Although this seems reasonable, there is a shortage of evidence to support it. There is little information about the opinions and perceptions of children. In the critical period before the selection of O-level optional subjects, some evidence from studies in progress at Huddersfield Polytechnic Department of Education might cast a small ray of light into the gloom.

240 first-year children from three 11-16 comprehensive schools in Kirkstall, West Yorkshire were asked to complete two questionnaires. Each questionnaire used 12 pairs of "semantic differential" statements to compare ten occupations.

One questionnaire related to aspects of the work (for example, "dirty work" compared with "clean work"). The other questionnaire related to certain personality characteristics (for example, "interesting company" compared with "boring company").

The occupations were "mechanical engineer", "biologist", "physicist", "economist", "accountant", "sales representative", "electronic engineer", "lawyer", "estate agent" and "civil engineer". The children were asked to indicate which one of each pair of statements was closer to their own ideas or impressions.

The most favourable stereotype relates to the "lawyer", the most unsympathetic image that of the "estate agent". The stereotype of the engineers is generally favourable, but there are some points to ponder.

Nearly 90 per cent of the children thought that mechanical engineering involved dirty work (figures for electronic engineering and civil engineering were 68 per cent and 76 per cent, respectively). The engineers were seen to enjoy low status (only "sales representative" ranked lower on this criterion), and to be subordinate, in the sense of taking orders rather than giving them, when compared with most other occupations.

The composite stereotype of the engineering occupations was a strenuous, dirty non-executive employment which was, nonetheless, called "interesting" and well-paid. Only the unfortunate sales representative was seen to suffer a greater risk of redundancy.

On the whole, personality stereotypes tended to be favourable to most occupations. Engineers were seen as hardworking, reliable, sociable and cheerful (as a sign of the times, perhaps, economists were seen as gloomy by over 60 per cent of the children). On the other hand, however, 86 per cent of the children thought that a mechanical engineer would be scruffily dressed (66 per cent for the electronic engineers and 68 per cent for the civil engineer).

It appears the word "engineer" evoked a stereotype not dissimilar to that noted among adults by the Finniston surveys. This stereotype is generally favourable, but relates to a person working in the lower echelons of the engineering industry, rather than to a high grade professional person. It is almost as if the term "engineer" were to relate in most people's imaginations to hospital porters and other health service ancillary workers.

It remains to be seen whether these results can be replicated with other samples (follow-up studies appear to suggest that this is so), and whether such stereotypes can influence the early direction of children's career choices. There were hardly any significant differences between the perceptions of boys and girls, but this does not exclude the possibility that perceptions may influence the sexes differently.

There is clearly a great deal more investigation to be done.

D.J. Smith is a research fellow in the Department of Education, Huddersfield Polytechnic.

A lot has been written about military and political aspects of the Vietnam war, but very little on its effects on the peasantry. Philip Jacobson reviews a study which fills the gap

Modest aspirations

Towards the end of January in 1968, two companies of the US army's crack 101st Airborne division, the "Screaming Eagles", arrived in the Vietnamese village of My Thuy Phuong. In keeping with the American way of war in Vietnam, the 101st, probably without intending it, immediately scandalized the locals by siting Camp Eagle in an area where numerous graves had been tended for generations. Bulldozers roared, barbed wire spread around perimeter fences, helicopter strips were laid down. Mess halls, command centres, a chapel and eight different clubs for the recreation of the troops were speedily completed, and when Camp Eagle was ready, a sign went up proclaiming "If you want it done, ask the 101."

The 7,500 or so inhabitants of My Thuy Phuong, a complex of hamlets a few miles south-west of the old imperial city of Hue in central Vietnam, reasoned, correctly, that no good would come of it. They were hardly innocents about calamity. The village which James Walker Jr. selected for his fascinating study* had already experienced, in little more than half a century, French colonialism, Japanese occupation, the attempted return of the French and the beginning of terrible civil war.

The villagers who talked to Trullinger saw little to choose between foreign invaders, none of whom had in any way ameliorated their lives and

all of whom had, in a variety of more or less brutal methods, sought to exploit and intimidate them. So Trullinger's book, as Eugene McCarthy observes in his foreword (remember him? He was right over Vietnam, if little else), is about a community of "surprised and startled victims". It is a meticulous account of how a series of misfortunes and disruption came to destroy a way of life which had developed to the point where most of those involved, if not exactly satisfied, were willing to accept their place in the village's social and economic order.

A political scientist by training, Trullinger worked for the US aid programme in South Vietnam between 1968 and 1972, important years which spanned the greatest level of America's military involvement to the beginning of US troop withdrawals under Nixon's "Vietnamisation" plan. In 1974, with the US officially out of the war, Trullinger returned with the idea of studying a contested village at the closest possible range. He had five months in and around My Thuy Phuong before the imminent collapse of South Vietnam obliged him to leave the country in March 1975.

By then, he had a mountain of material. Some of it is presented rather laboriously and at too great a length, but the book comes alive through the words of the villagers, great and lowly, to whom he talked endlessly about everything from global politics (which usually bored them) to the problems which arose when a tractor was given to the village, with the very best intentions, by US aid officials. It was put in the charge of a wealthy farmer who supported the Saigon regime: he immediately sacked five men who had been working his land; fellow landowners who borrowed the tractor did the same. Since every square foot of good land was already intensely cultivated, there was no increase in production, merely the loss of precious jobs.

The Vietnamese takes some pride in being a hard people to get to know. Trullinger's persistence, once he had convinced everybody that he was not CIA plant - a good many "researchers" probably were - was to pay off handsomely. In informal chats at the village pump, in the fields, around the drinking table in the privacy of the villagers' huts and in barely clandestine meetings with the local Viet Cong, Trullinger heard the authentic voices of Vietnam, the opinions and hopes and fears of people whom the French, the Japanese and the Americans in turn never considered worth talking to. Trullinger can trace, through those who actually experienced the events, the slow but unstoppable growth of nationalism under the prodding of the Viet Minh, the development of the local and regional cell systems which threw up the best and most dedicated leaders, the ones who laid the groundwork, psychological and practical, for the coming



of the Viet Cong several decades later.

Corruption, extortion, unfair taxation, insufficient land; the usual complaints of a repressed rural community, but given an extra edge of bitterness among Vietnamese, who saw their problems as a direct consequence of foreign control. "They knew what France was doing in our fatherland" says a peasant who recalls the first Viet Minh leaders. "They understood why the Westerners were here." The Viet Minh helped create the vision of a "better life" - peace and security in the countryside and economic prosperity. Some 25 years later, farmer tells Trullinger "We did not care much about politics. We only wanted to plant rice and live happily."

The Viet Cong were by then the symbols of such modest aspirations. Trullinger does not say much about Viet Cong terrorism - assassination of government officials and big landlords, intimidation of peasants reluctant to help them. This may be because around My Thuy Phuong, no pressure was needed to win the people over, or because Trullinger believes - as I do - that, overall, the Viet Cong's courage, discipline and understanding treatment of villagers with whom they had everything in common was the crucial factor in their success.

Did the US ever really understand about the hopes and ambitions and allegiances of villagers like those in My Thuy Phuong? Trullinger's work

shows it was possible to learn about them and from them. But only in exceptional cases involving exceptional Americans was there any real grasp of the importance of Vietnamese history and nationalism, any real sense of what the US should be telling the people about the fight against Communism. All the Viet Cong had to do - and they did it consummately well - was to hammer home the message that the Americans, like the French and Japanese, wanted to destroy the fatherland and the traditional way of life. The Presidency, the Pentagon, Congress and the ordinary US troops in the field - the only ones who deserve any sympathy - did the rest.

What kind of peace finally settled upon My Thuy Phuong? A hard one, surely. Economic deprivation, disastrous floods and droughts which ruined precious crops. And still more war, this time featuring the victorious army of Vietnam in the role of invader and aggressor in Cambodia, Laos and China. Trullinger fears for his friends. "True peace of mind probably eludes most villagers. . . In that sense, My Thuy Phuong perhaps remains a village at war."

**Village at War: An Account of Revolution in Vietnam*. By James Walker Trullinger Jr. Longman £11.95.

Philip Jacobson reported on the Vietnam war for *The Sunday Times*.

Betty Tadman on an Antipodean literary goldmine

Culture shocks

The getting of Wisdom. By Henry Handel Richardson. £2.95. 0 86068 179 3.
Maurice Guest. By Henry Handel Richardson. £3.50. 0 86068 196 3.
My Brilliant Career. By Miles Franklin. £2.50. 0 86068 193 9.
My Career Goes Bung. By Miles Franklin. £2.95. 0 86068 220 X.
Virago Modern Classics.

My first intimation of an Antipodean literary goldmine came in the form of the film of the book *The Getting of Wisdom*. Henry Handel Richardson's engaging tale of a talented girl's schooldays at the turn of the century. This was soon followed by the hugely successful *My Brilliant Career*, Miles Franklin's resentful account of her search for equality, where only marriage would free her from grinding poverty and ignorance, drought, and despair.

Other prospectors moved in. Virago now make it possible for us to read the book of the film of the book, in both cases, so that we can judge their literary worth. Adding to the mining of the seam, they have reprinted Miles

Franklin's sequel *My Career Goes Bung*, and *Maurice Guest*, Henry Handel Richardson's attempt at the grand literary style of *Modern Bovary* and *Anna Karenina*, to which it has been compared.

The autobiographical novels tend to be prejudged by the impact of the films. *The Getting of Wisdom* withers to 9 carat affair which withholds the excitement of a musical career so promising that the truculent little heroine emerges triumphant and bound for Leipzig and possible fame. This development has been included in the film as it occurred in the author's life, and the film is enriched by it. By comparison the novel is tame; pleasant enough, but giving no indication of the power and scope of *Maurice Guest*.

The frustrations and resentments of Sybilla in *My Brilliant Career* pre so burningly felt that the fury drives the words before it in fine sentences of style. The result is immediate and a sense of waste. No girl could have fought harder than this strong-willed, perverse creature, or been overpowered with such bitter range. The sequel, *My Career Goes Bung*, is written in the same impetuous way but Sybilla seems now enamoured of her own unsophistication, and her story is simply a rehash of the same passionately felt injustice.

Not so with *Maurice Guest*. Richardson has matured through her sojourn in Leipzig and the life she led there. Her awareness of the carnal, emotional, and intellectual drives which tear her hero apart and finally destroy him indicate a prodigious range of experience and perception. The novel is neither Australian nor English, but rather European, the culture-shocks absorbed by the author having led her towards the German Romantic tradition. She lacks prejudice; all her characters are allowed to air their various convictions, and each voices a facet of the truth.

The novel has tragic force, acute observation, and a keen analysis of motive. At its core



Henry Handel Richardson



Miles Franklin

is the story of an obsessional destructive love, but the multitudinous and diverse characters draw the attention this way and that as concert halls, private lessons, crowded scenes in opiate houses, and student cafes provide a background for the Nietzschean preoccupations of the decade. Immortality as a vital ingredient of art is both defended and despised. Students talk and argue as they always will, and this teasing background continues thriving while Maurice Guest, intoxicated with an all-consuming passion, becomes increasingly tortured by rejection. The sudden physical aversion felt by his lover coincides with the end of his studies and the departure of his friends. Leipzig, the setting of the novel, belongs for

a few years to the group of students currently studying there. As with Oxford or Paris, they inhabit it as though it were a beautiful house to let. They make it theirs as they interact within the musical score of their emergent talents. When all is over and only Guest is left, the city seems to wait voluptuously for the next group of players to descend, manipulate, and enjoy.

This is a 22 carat work of art, finely wrought, jewelled, memorable. For those who love the nineteenth century novel and are saddened by the inevitability of having read them all - rereading being different pleasure - here is an opportunity to taste again the excitement of suspense.

arts

Matters over minds

Sheila Macleod on the 'Maybury' series

A well-educated middle-aged man makes a nuisance of himself by threatening to commit suicide as a protest against the lead content of petrol. He is sent to the general hospital where a psychiatrist has no hesitation in diagnosing manic-depression, and recommends detention. On the signature of his exasperated wife, Frank Caley is committed. An ill-educated elderly woman stops communicating with or responding to those around her. The psychiatrist diagnoses depression and prescribes ECT. On the signature of her ignorant and helpless husband, Sarah Arnott is given her dose of volts.

At first it seemed as if the latest story in the *Maybury* series (BBC 2) were getting to the heart of the matter at last: the ethics of psychiatric practice – and more particularly the morality of detaining or "treating" people without their consent. My hopes rose on discovering that its highly-accomplished writer, David Blunt, is also a barrister and could therefore be expected to know something of the tortuous history of psychiatry and the law, as well as how to argue a case effectively. His history couldn't be faulted, but if the prisoner in the dock was involuntarily psychiatric, then the verdict was an open one of "not proven". It is of course admirable to keep an open mind on these matters but not, I hope, to the extent that our brains fall out.

The Mental Treatment Act of 1930 was preceded by a Royal Commission, mainly composed of lawyers. Although it advocated a move towards a medical view of mental illness, it also recommended that detention should remain the concern of judicial authority. It was the Labour Government, in its zeal to deny that mental illness was a social or political problem, who insisted that "non-

volitional" patients could be detained on medical any-so alone. A decision worthy of Pontius Pilate himself, it was instrumental in determining both the composition of the 1957 Royal Commission (dominated by the medical profession) and the 1959 Mental Health Act which followed it. This Act, the last to appear on the statute books, allowed a person to be incarcerated on the assent of his/her next-of-kin. It also abolished the system of automatic review (of the grounds for detention) and ruled that patients should only have the right of appeal to a tribunal. Nearly a quarter of a century later, we are still having to live with its consequences.

Frank Caley, brilliantly portrayed by Kenneth Haigh as a personality unable to contain itself except at the price of extinction, knew all about the 1959 Act. Lucky, for him. He could devote his energy to organizing his (eventually successful) appeal, leaving discussion of his "illness" to others – notably his wife and the psychiatrist. "It's difficult to think of him being mentally ill," said she; "that's just the way he is." Dr Roebuck thought otherwise: "Frank is suffering from a manic-depressive psychosis. Because she came across in the person of Rosemary McLeale as an intelligent and sympathetic woman, it was difficult to see why she took his word for it. However, she did, and the blandly patronising Roebuck (Patrick Stewart) managed to persuade her to sign the commitment papers – an action she later regretted with some bitterness as one of betrayal.

None of these problems inherent in this situation was minimized. So far it was just possible to view it impartially. Later, when asked by the tribunal chairman if a man

should be kept in a mental hospital because of a sincere belief in civil rights, Roebuck shook his head and smiled pityingly. He appeared smug, but Frank was clearly what is loosely termed a nutter. The ambivalence was beautifully caught.

But unfortunately this was as far as the analysis went. Mr Blunt seemed determined, in his judicious way, to put forward the arguments of both the organic school (who believe that mental illnesses are diseases which can be treated by drugs or other organic means) and the so-called anti-psychiatry school (who believe that mental illnesses are not diseases, but disturbances arising from the pathology of family relationships) I say seemed advisedly. At no point did Dr Roebuck or his colleagues produce any evidence that Frank was suffering from an organic disease which justified the administration of drugs, let alone his incarceration. When Sarah Arnott was wheeled into Dr Roebuck's office in an apparently catatonic state, it was stated that there was nothing organically wrong with her. No attempt was made to discover what might have brought her to that pass. ECT was the immediate answer – and it "worked". Frank, however, continued to be a nuisance because he refused to take his medication. If he had, it too would have "worked".

The simple (minded) logic of the organic approach was given the weight of authority, whereas most of the anti-psychiatry sentiments were voiced by Frank. "Nothing wrong with her that 40,000 volts won't cure," he announced gleefully of Sarah. Contrary to his dire predictions, ECT was shown as a not unpleasant experience and its victim, restored to speech, gave him no thanks for championing her cause.



Kenneth Haigh as Frank Caley with Sarah Webb as Polly Allison in 'Maybury'

The degree to which you accepted Frank's version of the proceedings at Maybury depended on the degree to which you thought he was sane. Very clever. And, given that Frank, like Milton's Satan, had all the best lines, very open-minded.

Open-minded but wrong-headed as well as amoral. To see the practice of psychiatry as polarized in this way is to miss the point. It is also to be at least 10 years out of date. Current radical thinking attempts to reverse

the process set in motion by the 1930 Act and to return the whole question of mental health to the social and political arena. At one point Dr Roebuck defined psychosis as "ill-Bess not related to external events." Could he really – faced with Frank's insistent enigma? I advise Nurse Joe to buy him a copy of a recent Penguin, *Critical Psychiatry*. Then the two of them might start campaigning (at the risk of being classified as psychotic?) for a New Mental Health Act.

Blow the wind southerly

When it comes to competitions, the annual Shell-London Symphony Orchestra Music Scholarship awards are indeed breaking new ground. Last year's successful series of percussion workshops in London convinced the organizers of the value of such an approach, and this year, with the cycle of awards coming round again to the woodwind family, the workshop format was maintained for the five two-day regional audition sessions in Birmingham, Cardiff, Glasgow, London and Manchester.

Young players were assessed and rehearsed in a range of repertoire – solo, chamber and orchestral – with LSO Principals and a local adjudicator. The value of this approach, as Peter Hennings, Managing Director of the LSO has pointed out, is that "the Panel is able to observe how a young musician reacts to teaching, and the Principals of the orchestra are able to give

something of their expertise to every single candidate." Last week, seven young musicians came to the Henry Wood Hall in London to participate in the final.

Here, candidates were put through their paces in three different aspects of woodwind playing: solo repertoire and the concerto repertoire, in the latter cases backed by the LSO with Ivan Fischer conducting. This, too, was a new departure, and one which few musicians are likely to encounter in real life, but it did colour the nature of the assessment in an interesting way. All-round flexibility and sensitivity at once became more important than the solo virtuoso qualities usually sought after in competition. The final awards were no foregone conclusion, as many of the audience must have thought after 20-year-old flautist Wissam Boustany's extrovert and accomplished

account of the first movement of Mozart's G major Concerto. Indeed, his already evident experience would make it difficult to know how he could have used the £3,000 scholarship for further study, as required by the competition regulations.

Instead it went to Ursula Levaux, a 19-year-old flutist from Derby, whose tonal range in works by Mozart, Tchaikovsky and Grovlez made it hard to believe she actually used the same instrument throughout. Boustany took the silver medal and second prize of £500 (for bronze, music or equipment), while the trophy medal and £250 went to 20-year-old Richard Hewitt from Leicester. Hewitt's quintiles of leadership and flexibility in the first oboe position for excerpts from Rimsky-Korsakov and Rossini made him perhaps the most promising ensemble player of the seven.

Andrew Peggle

Where it is, how to see it

Cambridge Introduction to The History of Art. Cambridge University Press: £6.95 and £2.50 each. The Renaissance. By Rose Maria Letts. 223pp. 1 and 2957 8. The Seventeenth Century. By Madeleine and Rowland Mainstone. 521. 22162 5 and 29376 6. The Twentieth Century. By Rosemary Lambert. 521. 22715 1 and 29522 6.

However boldly the series title is printed on these first three Cambridge editions none of them is really an introduction to the history of art: they are histories of art. But in that role they are clearly aimed at serious educational standards rather than the amusement of amateurs. How successful are they, then, in enlightening the student or general reader coming to the history of art for the first time?

The Renaissance volume suggests that a good way of approaching the subject is through the changing role of the artist and his attitude to patrons and public, and adopts this evaluation. Rosa Maria Letts so effectively uses the conventional, chronological framework to reveal the shifting interaction between the production of art and its social, political and religious context that when, half-way through her book, she announces that "Renaissance man is now the centre of interest" she has already convinced us of the fact. By the book's end she has brought us full circle, from man as "humble observer of God's greatness" in Gentile da Fabriano, to his judgement by God in Michelangelo's fresco.

The Mainstones, less emphatic about historical changes and conditions, focus their attention more directly on another declared intention of the series: introducing the main characteristics of painting, sculpture and architecture in the period. Thematically arranged, the book's identifying theme is the new emotional power of

Michael Clarke

Music's monument

Simon Mundy previews the National Festival of Music for Youth

It is heartening to report that, despite the blight of recession and the attitude that in such times music should be strictly extra-curricular, 3500 children will saturate Croydon's Fairfield Halls next week. It is not so much the sheer number of participants that is important, though it is impressive enough, but the fact that in four years the number of children wanting to take part has risen from 7,500 to over 20,000. The National Festival of Music for Youth is the sort of cumbersome jamboree which can induce instant cultural indigestion. Over four days audiences will cheerfully subject themselves to everything from the Marden Bridge Middle School Recorders from Whitby Bay to the Crenester School Aztec Airways Dance Band plus the Gibley sisters.

There will be frantic activity from ten o'clock each morning until the end of each evening's concert. On the first day, Wednesday, the morning will be taken up with senior school orchestras, the afternoon with chamber music groups and in the evening nine choirs will perform music from Monteverdi to Michel Legrand. Thursday will be completely given over to the efforts of a thousand infant and junior school children. Avril Dankworth will preside over the potential chaos. Friday will be devoted to jazz. This is one of the areas of music making which has grown most over the last few years. Again the organizers were rather taken by surprise by the number of children and the quality of the entries and had to insert an extra class for schools into the programme. The last day covers the more traditional areas of brass bands, wind bands and youth orchestras.

The festival is justly proud of both the musical and geographical scope of the event. They emphasize that it

is music in all its forms that needs encouragement and that because there is a growing interest in jazz or big bands it does not follow that the classical side is being neglected. It is the ability to play or sing that is seen as important rather than a narrow classification of styles.

The economic constraints that are now evident in all forms of life, it seems, have not deterred people. But the organizers have noticed a greater determination to come to the festival whatever the difficulties. For those travelling from a long way outside the capital it can be an expensive expedition. One of the most ambitious entrants, Holmfirth High School from West Yorkshire, will be bringing an orchestra and brass band of 86 and a music theatre group consisting of 12 players and 25 singers and actors as well as a choir of 40. The cost will come to about £30 per head and Barry Russell, who has written a work for the orchestra and will conduct them, admits that for some children the financial burden will be considerable.

Yet for the first time he has not been able to draw on central school funds for a subsidy, and although there has been help from parents, committees money has become a problem. However the school has been in the Festival on the last five occasions. "It has a long tradition of music making, although mainly for brass band and choir," he said, "the orchestra has only really been going for four years." They will be playing Russell's *Encounter*, a "sort of Charles Ives affair" which involves the brass band marching through the auditorium to join the orchestra. He wrote it so that every pupil learning an instrument in the school could take part, whatever the age.

Although the Festival is not a



Members of the St Paul's primary school early music group from St Leonard's on Sea who will be performing at this year's Festival

competitive one, pupils can measure themselves against a varied and accomplished opposition and teachers can harvest new ideas. "You tend to get a more balanced view of what other schools are doing than is possible at home," said Barry Russell.

Not all the entrants are from schools. Sheila Nelson, based in North London, has put together a string orchestra and string quartet using her private pupils, aged between 13 and 17. She, like Holmfirth, has entered a group of some kind in each of the last five festivals. "The festival doesn't loom all that big, but it's fun," she says. "The end of the summer term is always bad for

work because of the other exams and after O and A levels it's nice to end with a bang. It serves as a motivation point." She feels that the festival needs to be something special, however, and shouldn't be allowed to become a matter of routine, so will only take an orchestra once every two years. Her Cromwell String Orchestra of 20 players will perform Vivaldi's B minor concerto for four violins on the Wednesday morning, with different soloists in each movement and only the leader common to all. She chose the repertoire because "only Vivaldi has solos for nine instruments in a work for string orchestra".

The Schools Prom which takes place in the Albert Hall in Novem-

ber will select participants from those involved in next week's events. The whole Festival is open to the public. For all except the final concert given by the Youth Orchestras tickets are available on the day at the hall for £1.50 (60p if you are under nineteen). For the culminating evening tickets are to be had in advance from the Fairfield Hall box office at £2.50, £2.00 and £1.50. Audiences and participants are advised not to stick gum drops to the seats!

The NFMY is sponsored by The Association of Music Industries, the TES, Commercial Union Assurance, The Electronic Organ Distributors Association, The Schools Prom

Poet-talk

Viewpoints. Poets in Conversation with John Haffenden. Faber £7.50.

This book consists of interviews with 10 contemporary poets, of whom Philip Larkin is the oldest, the youngest Craig Raine. Five are Irish, no less than seven are published by Faber. Including the interviewer, with almost no exception all are or have been dwellers in the groves of Academe, and speak its portentously polysyllabic patois. There is abundance of questions like "If we accept that the first section of 'Barbarians' has a thematic coherence which partly has to do with exorcising any sector of society that descends to any other section, isn't that a way of programming the imagination, or of putting it to a cause in a similar way" and answers like "Images and symbols are a way of embodying the kinetic in the static... If adequately understood and responded to, poetry should add dynamically to the understanding of the reader. It is a form of significant reality processed in advance for the audience's use".

Shining exceptions are Seamus Heaney and Geoffrey Hill (with Larkin, the book is worth getting hold of for these three). Heaney cuts through a lot of cackle with "There are no rules for writing poetry: each poet worth his salt goes on with his own thing. The tune isn't called for the poet, he calls the tune." With Geoffrey Hill the weight of language is balanced by its weight of meaning: "In handling the English language the poet makes an act of recognition that etymology is history. The history of the creation and debasement of words is a paradigm of the loss of the kingdom of innocence and original justice".

In general the poets I haven't named – Douglas Dunn, Thom Gunn, Thomas Kinsella, Paul Muldoon, Richard Murphy, Tom Paulin and Craig Raine – are most interesting when talking of their lives and backgrounds, and least so when discussing "influences" (shallow soil here – not many claim to have read anything earlier than Robert Frost) and their own verse and political or sociological opinions. Richard Murphy and Craig Raine are the most entertaining and least academic. They all take themselves very solemnly indeed.

One of them remarks: "There are similarities and differences between Chris and myself as obvious as the similarities and differences between Donne and Marvell".

most write the truth – presumably the truth of his experience". "I was probably lying. A more important thing I said was that every poem starts out as either true or beautiful. Then you try to make the true ones seem beautiful, and the beautiful ones true."

Most of the other interviewees avoid words like "true" and "beautiful" in favour of "significant", "meaningful" and so on. There are slabs of this kind of stuff: "I'm certainly grateful to the work of Ezra Pound and William Carlos Williams for... revelations of scope and attitude – and (particularly in Williams's case) of a kind of creative relaxation in the face of complex reality; to remain open, 'prehensile', not rigidly committed. It's a matter of staying agile so that one's poetic organism can respond fully."

The enormous achievements in the hundred years up to 1880 in building roads, railways, bridges, tunnels, locomotives, team-ships and canals makes an inspiring story. The authors tell it vividly, making excellent use of the wealth of archive photographs and drawings which were found for the series.

All sorts of triumphs and tragedies were involved. Indeed some occasions proved to be both, like the completion of Brunel's magnificent 730-metre bridge (still in use) over the River Tamar at Saltash when he was hauled, nearly dead, slowly across it lying on a flat truck.

Throughout the book, the skill, the daring and the physical labour that were involved are put clearly in perspective.

Gillian Thomas

Lingo

The word "literacy" has a specific meaning. According to the Concise Oxford Dictionary this is "the ability to read and write". So it is surprising to find creeping into educational parlance, apparently unopposed and from respectable sources, such phrases as *computer literacy* from the BBC, and *visual literacy* – the Council for Educational Technology is very hot on this one. (Some weeks ago a TES writer described himself as *physically illiterate* – but this is a rare one.)

Does *visual literacy* mean "seeing to read" and computer literacy being "well read on the subject of computers"? Patently not. To those in ed. tech. circles the visual literacy is one who can use a computer to produce such visual literature as video, film, photographs, slide/tape sequences and tape recorders – yes, tape record-

ers. In their Continuing Education course, the BBC define the computer literate as one who knows about and can use computers. Computer illiteracy it appears, is widespread and damaging to the economy. "Literacy" is thus being used here as a catch-all term for knowledge, experience, skill and expression – ironic, in view of the fact that the computer and visual literati often lament the pervasiveness and dominance of the literary tradition. Propagandists of visual literacy in particular like to argue that school children are being denied the right to express themselves through audio-visual equipment and materials because our schools are unable to get beyond the written word.

It is, moreover, interesting that it is only in education that these terms are used. David Hockney, Henry Moore and other successful artists would no more dream of calling themselves visual literates than Pavarotti would want to refer to himself as vocally literate. They have more confidence in their medium.

Try the equivalents – visual numeracy and computer numeracy – to get the full grasp of the semantic slippage. It is a pity that the semantic slippage is not equally obvious in such visual literature as video, film, photographs, slide/tape sequences and tape recorders – yes, tape record-

Carolyn O'Grady

One man show

George Eliot. Written and performed by Margaret Wolff. Soho Poly.

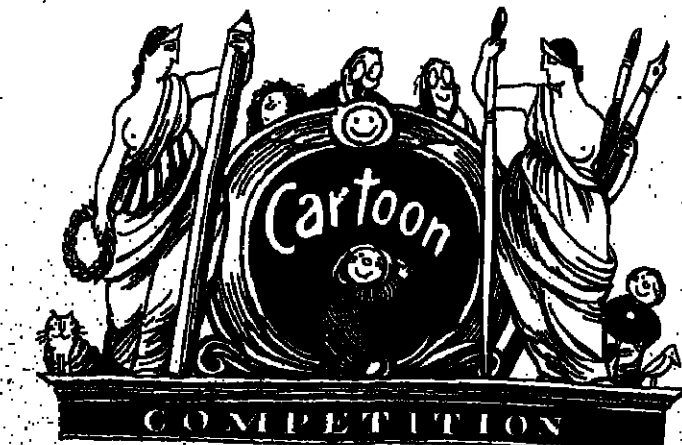
On September 22 1856 Mary Ann Evans, then calling herself Mary Ann Lewes (taking the name but not the ring of the man she lived with) began writing a novel. *Scenes of Clerical Life* by George Eliot was published the next year, the pseudonymous ascription hiding far more than its author's irregular union.

In any period George Eliot's life would have been eventful. In mid-Victorian England it was a constant battle with family and convention. Her journals, which, with extracts from her

novels, provide the material for *George Eliot*, a fascinating one-woman-show written and performed by Margaret Wolff, are the testament of a pioneering free-thinker. Miss Wolff concentrates on the early years of Eliot's life, her rejection of religion as "mystical truth and fiction", the resulting "Holy War" that estranged her from her family, her devotion to George Lewes and almost accidental decision to write novels.

Looking very like the extant portraits of Eliot, donning gold-rimmed glasses to read, Miss Wolff's performance is sympathetic to its subject, never intrusive and, through its reliance on George Eliot's own writing, an invaluable introduction to her work.

Hugh David



Do schools make you laugh? Do the follies of the wonderful world of education sometimes make you want to scream, last out, commit a felony? If you are a wizard with a pen here is your chance to subvert it all, in public, and for profit. TES readers are hereby invited to submit newspaper cartoons, on any aspect of education, for a competition to be judged by Peter Slimmons and the Editor of the TES.

Entrants should not be unduly influenced by the style of *Poxy* people. Submit your own work. They may submit other single cartoons or strips, up to six entries each, and they are reminded that delicate work with a 3B pencil will not reproduce in newspaper. Prizes of £100, £50 and

£25 will go to the three winners, whose work will be published at nominal rates; selected runners-up may also be published. The judges' decision will be final, and no correspondence will be entered into. Copyright on all cartoons published will be retained by the TES.

The closing date for entries will be September 30. Entries should be addressed to The Cartoon Competition, 200 Gray's Inn Road, London WC1X 8EZ. Each drawing should have the artist's name and address clearly marked on the back. Drawings will not be returned unless specifically requested and unless accompanied by an a.s.c. of suitable size and shape.

Royal Academy of Arts in London. The Victoria Gallery of The Stock Exchange, London EC2, June 25-July 31.

School parties visiting The Stock Exchange in the last weeks of term this year will get a bonus: a crisp exhibition of the history and work of the Royal Academy. Deviously aimed at gathering donations and sponsors it is, nevertheless, a clear and mostly reliable account of that institution's activities and one that might adequately supplement the minimum required to art and art history in the curriculum of most secondary

M.C.

arts

Breakthrough. By John Craven and Molly Cox. BBC Publications £4.50. 0 563 17936 8

John Craven's ability to capture children's attention and explain complex situations to them in an easily comprehensible way is undoubtedly the major factor in the success of his "Newsround" programmes on BBC Television. In this book, based on a recent BBC series, he and producer Molly Cox use the same technique to tell the story of four pioneering civil engineers – Telford, Stephenson, Brunel and de Lesseps.

The enormous achievements in the hundred years up to 1880 in building roads, railways, bridges, tunnels, locomotives, team-ships and canals makes an inspiring story. The authors tell it vividly, making excellent use of the wealth of archive photographs and drawings which were found for the series.

All sorts of triumphs and tragedies were involved. Indeed some occasions proved to be both, like the completion of Brunel's magnificent 730-metre bridge (still in use) over the River Tamar at Saltash when he was hauled, nearly dead, slowly across it lying on a flat truck. Throughout the book, the skill, the daring and the physical labour that were involved are put clearly in perspective.

Gillian Thomas

Impressions of Paris seen through the eyes of its painters

This delightful 26-minute film captures the charm and beauty of romantic Paris through the eyes of its painters. It contrasts the City as it was, on the canvas of the artists, and as it is today, in photographs that call it essential character. Available free on loan to bona-fide societies and organizations. apply to:-

TIME OFF LIMITED
25 Chester Close, London, SW1.
Tel: 01-225 8070.

David Wright

books

Dedication, talent and squalor

Irving Wardle on the history of Theatre Workshop

The Theatre Workshop Story. By Howard Goorney. Eyre Methuen £8.95 and £4.50. 413 476103 and 413 487601.

So far as London is concerned, Theatre Workshop is the company that used to function in the house now run by Mr Philip Hedley on a pebbles island site just off the Leytonstone one-way system, Stratford East. Otherwise known as the Theatre Royal, this was the home of Joan Littlewood and her actors (who indeed did live there) from 1953 until she finally threw in the sponge 20 years later.

That is already eight years ago, and theatrical memory is short. But if the name of the Workshop means anything to the general public, it means the outfit that discovered Brendan Behan and which created *Oh What a Lovely War*; with luck, it might also stir recollections of Sheila Delaney's *A Taste of Honey*, and Frank Norman's *Flare Aft*. *They Used To Be* which were among the shows which this apparently inexhaustible troupe shipped off to the West End at the turn of the sixties. Exhaustion then did set in, and the Workshop returned to its obscure poverty-stricken grind leaving behind the glow of a few golden years.

Follow its record further back into the past, and the whole picture changes; even the golden years look more like the last incandescent flicker of a guttering candle in comparison with what led up to them. The story begins in Manchester in the early 1930s when Littlewood and a young agit-prop artist called Jimmy Miller (alias Ewan MacColl) joined forces to form an amateur group called the Theatre of Action. This was an offshoot of the then flourishing Workers' Theatre Movement, but it speedily distanced itself from factory-gate CP work by going indoors and cultivating craftsmanship as well as politics.

Manchester at that time was a

haven for Left-wing German refugees, some of whom brought with them theatrical skills undreamt-of on the British stage. Littlewood and MacColl worked with Ernst Toller at the Rusholme rep; later they worked with the Olympian figure of Rudolf Laban whose pioneer studies in physical movement became a central, and fiercely disciplined element in their productions.

Through voracious reading they also absorbed Appia's doctrines on stage lighting, Russian rehearsal methods (Meyerhold as well as Stanislavsky), and the techniques of the American Labour Stage; an entire crash course in modern international stagecraft which had otherwise passed Britain by. And, with the transformation of the Theatre of Action into the better organized Theatre Union, they embodied these techniques in a series of sophisticated political shows culminating in *Last Edition*, a multi-stage Living Newspaper exposing every official British cover-up from the Gresford Pit disaster to the Munich agreement, until it was taken off by the police.

In 1945 the group reformed on a professional basis as Theatre Workshop, and embarked on a provincial touring programme in the full flood of postwar optimism. From their first base (of all places, the upper room of a Conservative Club in Kendal) they toured the North West and Wales with Molère, Lorca, Chekhov, and a succession of pieces by MacColl that summed up the company's social viewpoint and production styles: *Johnny Noble*, which turned a bare stage into the heaving deck of a merchant ship, and *Uranium 235* in which the company danced the process of atomic fission. They had no grant; they were poor and became poorer; and their faith that they were restoring a lost cultural inheritance to the ordinary people was not answered by full houses. When they finally abandoned the killing routine of one-night stands and moved to Stratford East, it was

mainly for reasons of bare survival; and some members of the group - MacColl among them - regarded the move as a fatal betrayal of their original intentions.

Whether it was or not is a theme for endless debate, and Howard Goorney puts the arguments for and against without adding his own casting vote. This is not the book of an outside student delivering judgments and hoping to produce a "definitive" history. Mr Goorney is the Workshop's longest-serving actor, and writes as if the rest of the team are looking over his shoulder; as indeed they are, as much of the account consists of verbatim statements from his colleagues. The record of a company, it is a company book. What Mr Goorney has done is to devise a clear, workmanlike framework for an extremely complicated subject, so as to accommodate thumb-nail profiles of the group, social and theatrical history, technical detail on Laban and the company's no-less masterful voice coach Nelson Illingworth, Littlewood's rehearsal methods, a chronological summary of productions (with brilliantly illuminating extracts from some of their early, forgotten work), and painfully realistic picture of the daily grind.

There are many good stories; of men like Harry Greene abandoning safe jobs to join the near-desperate troupe of disasters on the road; of miraculous feats of invention; of the company's tramp up to Bleaklow Hill to snaffle lighting equipment from a crashed flying Fortress; of amazing windfalls, and acts of petty dishonesty with which the Workshop somehow managed to keep going until the next date.

What strikes through all this material is the brutally discouraging contrast between the total dedication, talent, and international scholarship of their work, and the numbing squalor in which they were obliged to carry it out. Until 1957 they had no grant of any kind, and theatre work often had to be combined with



a scene from 'Steaming', currently at the Theatre Royal, Stratford East

farming jobs. Starting pay at Stratford was £2 a week, for which they worked 18 hours a day. And when the Arts Council, in 1972, at last came through with a subsidy that bore some relationship to the company's needs it was only after their theatre had been declared a listed building!

Mr Goorney dwells on the acts of private generosity that helped them over the years; and also on the succession of triumphant foreign tours, to Czechoslovakia, Sweden, Paris, and to Germany immediately after the war (it was the Germans above all who recognized the work as an extension of their own pre-war avant garde). The tours, it seems clear, had a huge importance in offsetting the relentless indifference they met at home.

It is a heroic and often hilariously funny story, and its effect is profoundly depressing. The group cast themselves as outsiders, choosing to address the common people of England rather than the middle-class

theatregoers. But they did not build up the public they wanted; and when the middle-class did move in, siphoning off cast after cast into the West End, the company bled to death.

The Workshop in its time produced some of the finest productions of the century, and it is good that we now have a book that does some justice to them and tells the story of their creators. Littlewood and MacColl are still alive, but their company is history, to be recalled as a courageous victim of official blindness and public indifference. We are now entering a time closely resembling that of the early 1930s. Perhaps there is less public resistance to political theatre now than there was in the heyday of the WTM. But if, by some amazing stroke of luck, another such group should start operating in a remote corner of England, the "centres of excellence" guillotine would come slicing down, and it would be the same story all over again.

Master of the mot juste

Voltaire. By Haydn Mason. Elek/Granada £8.95. 236 40184 X.

François-Marie Arouet, who called himself Voltaire, was one of the greatest people who ever lived, and certainly one of the greatest writers. Very few people are as much worth reading two centuries after their deaths as during their lives, and say as much to our age as to their own, but he is certainly one of them.

Voltaire's writing was equally remarkable for quantity and for quality. He was continuously active from his childhood until a few hours before his death at the age of 83, and he never seems to have been either juvenile or senile, though he was always hypochondriac.

His first known work was produced when he was 12, and for more than 70 years he produced thousands more, some appearing in hundreds of editions, most of them anonymously or pseudonymously (more than 150 names have been identified apart from the famous one). His publications amounted to about 10 million words, every one a *mot juste*. More than 20,000 letters to nearly 2,000 correspondents also survived, and as many more have perished.

Voltaire was a master of almost every literary genre, and at all times and in all places a supreme stylist. He became a famous dramatist and poet in his twenties, and was proud of his tragedies and epics, though these traditional works have worn least well in his vast oeuvre.

His later became a considerable philosopher and scientist, a notable biographer and historian, a formidable satirist and controversialist, and an incomparable storyteller and

ter-writer. And he was far from being just a writer. He was a vigorous lover, an entertaining conversationalist, an amateur actor in and producer of plays, a courtier of the Great of France and Frederick the Great of Prussia, a flatterer of Catherine the Great of Russia and Pope Benedict XIV, a diplomat and politician, a lobbyist and publicist in a variety of causes, and above all the leader of enlightened public opinion in the Western world against what he called "infamy", the infamous tyranny of established religion (though he had a delicate religion of his own), and for the principle of toleration (though he never actually said the famous saying about defending to the death anyone's right to say anything).

Voltaire's range of activities and achievements raises all sorts of biographical and bibliographical problems. The standard biography, which is more than a century old, filled eight large volumes; the definitive one, which is now being prepared in France, will fill 10. The first standard collection of his works, two centuries ago, filled nearly 70 volumes; the definitive one, which is now being prepared in Britain, will fill more than twice as many. It is clearly impossible to produce a satisfactory account of his life or study of his work in a single volume; yet many readers need something of this kind, and there have been several attempts, including some in English by such stimulating writers as John Morley, Richard Aldington and H. M. Brailford.

Probably the most valuable such book, because it is so well-informed and so up-to-date, is *Voltaire* by Theodore Besterman, the greatest Voltaire scholar of all, and the third

edition, which appeared just before his death in 1976, is still available from the Voltaire Foundation which he established; but it is rather long (700 pages), rather expensive (£18), and rather idiosyncratic, and many people will find a shorter and simpler treatment more useful. Haydn Mason, professor of European Studies at the University of East Anglia and editor of the *Studies in Voltaire and the Eighteenth Century* which Besterman also founded, has produced two.

Voltaire, published by Hutchinson in 1975 and already unavailable, is a study of the writings, arranged by genre (drama, history, fiction, poetry, polemic, philosophy, correspondence), and concentrating on a score of individual items. *Voltaire*, just published by the Elek division of Granada, is an account of the life, based mainly on the correspondence, and concentrating on a dozen key episodes or phases. The two books are complementary, both are clear and concise (200 pages each), and they take students safely through some of the most important things that Voltaire did and wrote. But they are at the same time too compressed and detailed to appeal to ordinary readers. Above all, Mason understands Voltaire as an author, and he conveys the essence of the person who lived. Voltaire's life and still lives in his works, and who is always so exciting and infuriating and amusing and illuminating. What is really needed is not more books about Voltaire but more editions and translations of books by Voltaire, so that we could all find out for ourselves how great he was and is.

Nicolas Walter

books

Man and his grievances

Pierre Watter

The French Revolution and the Poor. By Alan Forrest. Basil Blackwell £12.50. 631 10371 6. **The Crowd in History 1730-1848.** By George Rudé. Lawrence and Wishart £4.50. 85315 513 5.

One of the functions of cataclysmic social upheavals is to prepare for the creation of new institutions by destroying the existing ones. In the unavoidable delay between the disappearance of the latter and the setting-up of the former, conditions worsen and the sufferings of the poor become more acute, because, *inter alia*, the old institutions dispensing relief have been done away with before new ones can be devised.

The detailed exposition of this cruel circumstance forms the substance of Mr Forrest's ably documented study. The first chapter introduces the subject by a discussion of how poverty is to be realistically defined in the then given conditions. The remaining ones deal with aspects of poor relief, traditional and new (so far this was set afoot), and with new problems arising from the hugely increased number of foundlings and from the introduction of universal military service. Quite aside from doctrinal differences, particularly those between the ideas of the Jacobins and of their successors, which yielded their quantum of disruption and impoverishment of relief institutions, and worsened conditions, the prime impediment to providing anything even remotely like adequate relief (whatever its manner) was lack of money resulting from the unavoidably huge military expenditure, though also to some extent from inflationary economic policies, especially the introduction of paper money.

The difficulties resulting from these varied causes were exacerbated by the fact that even well-considered legislation of universal application lacked the apparatus to put it into effect. If to this is added the circumstance that privilege, instead of vanishing, reappeared in different guise (eg as the ability to pay to be free from military service), it is easy to understand why for the first flush of hope and expectation, disillusionment and disaffection became common.

Mr Forrest also shows clearly how anachronistic it is to think in terms of "the French revolution", when in reality what had initially appeared as a nationwide movement was the largely fortuitous concurrence of many local interests, grievances, needs which quickly revealed their wholly parochial limits. From the standpoint of these, "France" was a meaningless expression, and policies and legislation conceived in terms of it, or some "national interest", irrelevant, to the extent that they went beyond them. It is just because the French revolution was, in its remote consequences, an historic event of sweeping magnitude, that it is easy to overlook the increased suffering that was its immediate (and sometimes single) effect for so many of those who had looked to it for a betterment of their conditions. Mr Forrest's work is a salutary reminder that for the gains later enjoyed, a bitter price was at first exacted.

Professor Rudé's book, first published in 1964, sets a pose. It is not a question of the adequacy of the evidence adduced. Rather one of whether this information has any necessary connexion with the general remarks forming the second section of the study, a query that raises a doubt about the intrinsic value of that information. The work attempts to show that the conventional view of masses of people in action as mindless, fickle, prone to violence - a view (probably dating from the division of society into haves and have-nots) now given the authority of "crowd psychology" is wrong. In this Rudé succeeds admirably. The "crowd" he analyses in France and England, are shown to be composed of people who have come together, or been brought together by circumstances, in order mainly to seek remedy for

injustices of some kind. He shows also that, left to themselves, they have, more often than not, been discriminating in objectives, moderate in demands, intelligent and realistic in the remedies proposed and enforced. In these and similar respects a "crowd" distinguishes itself from a "mob" which is as conventionally depicted. He shows, moreover, that if any body is to be charged with needless violence, it is the minority in power safeguarding its privileged positions.

Yet the conclusions supposedly drawn from this information, correct or not, owe nothing to whether anything be known about the persons constituting a crowd. For example, the fact that, however successful, crowds have never made sweeping gains, so long as the existing power structure remained largely intact is a circumstance that can be known whether or not there were shoemakers and candlestick-makers in the crowd. Or again the fact that though the disturbances created by crowds are spontaneous in origin and owe much of the way they develop to chance, they are nonetheless the effect of long-standing grievances and so, when seen in context, prepared by circumstances - this too has nothing to do with the composition of a crowd or whether anything be known about it. Such conclusions (and others in Rudé's work) are banalities to which research vainly endeavours to give an appearance of profundity.

To present the "crowd" in personalized form was a novelty. But the novelty over, of what use is this industriously gathered information? The judgment passed on violent "crowd" acts in history (or today) depends upon the standpoint taken, to which whether the "crowd" be viewed as a collection of persons, or as constituting a headless monster, is wholly irrelevant. Rudé's study, if fascinating, is yet a work of erudition, of no value other than what may be conferred upon it by the mere fact of being known.

There are so many cookery books published today that it would seem to need a very special reason to add one more to the pile. Is it enough reason to be Julia Child's *Shoe and Penguin* clearly believe so, in bringing out *From Julia Child's Kitchen* (£3.95), a colossal volume of reminiscence and recipes. The reminiscences are the best part of the book, for Mrs Child has an endearing way of gleefully recalling her own most embarrassing moments of social publicity under the merciless eyes of television cameras. On her own, however, she lacks the grand authority which breathed through the two volumes of *Mastering the Art of French Cookery*, which she wrote with Mesdames Beck and Bertholle, and though there are some attractive recipes, too few of them are really new or stimulating. It was, too, a grave mistake to publish this in one volume; it is impossible to keep it open at a recipe without immediately disintegrating the huge glass spine.

The rationale of *The 60 Minute Cook Book*, Pamela Westland (Faber £2.50) is that it will save you time, and that of *More for Your Money* by Shirley Goodie and Erica Griffiths (Penguin, £1.95) that it will save you money. Both disappointed me a little, not so much by the quality of the recipes, though not everything I tried from them was wholly successful, but because they produced fewer general ideas than I had hoped. Pamela West-

land's introductory remarks to each chapter contain some useful suggestions for short cuts round preparation time; but these only whetted my appetite for more, and many of the recipes are, though swift as promised, not very imaginative.

Where the book is most valuable is in its "Finishing Touches", a chapter on flavoured butters, sauces and other useful small stores; the rum butter took only a couple of minutes to make and was a joy to use. Similarly, the tips for making one's own stock, the use of sugar and icing sugar from granulated sugar in *More for your Money*, are worth checking through, though I can't see myself saving the top of the milk patiently enough to make butter in my liquidizer. But writers who can call a concoction of evaporated milk, oil and vinegar, with an optional egg yolk, "mayonnaise" must be regarded with considerable suspicion, and I find it extraordinary that after devoting a whole chapter to encouraging the home cook to make "home-made versions of many branded products", the authors then give a recipe for Chicken Stroganoff using half a packet of Stroganoff mix. On the other hand, a workable recipe for making rollmops at home is almost worth the price of admission in itself.

But all these books, using exclamation marks as liberally as salt and pepper, lose distinction when set beside Elizabeth David's *Spices, Salt and Aromatics* in the English Kitchen

Audrey Laski

books

Of consuming interest

Dictionary of Social Services: Policy and Practice (Third Edition). By Joan Clegg. Bedford Square Press/N.C.V.O. £5.95. 7199 1039. **Supplementary Benefits and the Consumer.** By Eric Briggs and Anthony M. Rees. Occasional Papers on Social Administration No. 65. Bedford Square Press/N.C.V.O. £5.95 7199 1042 0.

Both of these paperbacks have to do with consumers of the social services: the first being for them (indirectly at least) and the second being about them, or some of them. On the whole the first effort comes off better than the second.

Joan Clegg's *Dictionary of Social Services* is in fact directed at a large and variegated "anyone... new to the work of the major social service organizations, whether as employee or volunteer; as student of the social services with an interest in social work; or, finally, simply as an ordinary citizen desiring to follow intelligently debates about social policy or to serve on a committee of a local authority or voluntary organization". The range of entries is if anything broader than such an audience might lead one to expect. Everything from "Attendance Allowance" to "Autism", from "Pay As You Go" to "Presenting Problem", from "Meals on Wheels" to "Milk & Vitamins", from "Group Practice" to "Green Bell" and from "School Milk" to "Social Science" finds an entry here. Inevitably such breadth brings its own difficulties. Since this is clearly not just a dictionary of the "social services", potential users may have little idea in advance of precisely what is and is not likely to be included in this amorphous collection. Furthermore, multi-target definitions run the risk of not being quite appropriate, or sufficient, for any particular target group. This is particularly the case with the rather wooden definitions of "Social Policy"

"Social Science" and "Social Administration" for instance. Yet this will stand as a useful, ready-reference text for a host of people involved or interested in the social service field nevertheless.

The scope and appeal of *Supplementary Benefits and the Consumer* is much more limited, more so than even its title might suggest. The authors offer a useful review and discussion of major issues surrounding the administration of Supplementary Benefits. Yet their presentation dragged down consistently by what presumably was supposed to be the *raison d'être* of their enterprise: the account of their own client survey results.

This was a small survey; a sample of S.B. clients who had and who had not (Control Group) been in automatic receipt of form A124 (a detailed statement of the way in which their benefit had been calculated) in three areas. Only 49 per cent of those selected were successfully interviewed and, among these, receipt of form A124 does not seem to have made much difference to those to whom it was issued (only 52 per cent of whom had actually read it).

The overall picture is one of client apathy. Satisfaction, it seems, is bound up with ignorance; although the unemployed are understandably more likely to read their A124 and to have various complaints than are retirement pensioners. Such points are worth demonstrating. Yet the survey results are reported in such a painstaking and pedestrian fashion in the second half of chapter after chapter, with seemingly no finding too uninteresting to leave out, that the whole makes wearisome reading. Actual clients seem just as shadowy and remote as they have ever been. Perhaps we need another sort of survey, or at least a different style of reporting, to ensure that the client actually speaks.

Catherine Jones

Communicating in the Classroom

Edited by Clive Sutton

Communication is as fundamental to learning as it is to teaching: a learner's own efforts to communicate what he or she understands can be the key to a better and quicker grasp of new ideas, whether in history, English, science or mathematics. This book focuses on the ways in which pupils can be helped towards greater understanding through talking, writing, reading and listening, drawing many examples from the classroom to illustrate the most effective use of these activities. In so doing, it also exposes some of the professional dilemmas facing teachers today and provides a firm basis for those trying to establish a language-for-learning policy in their own schools.

0 340 26858 7 August Paperback £3.95

Teachers are invited to write now for an inspection copy to:

Hodder & Stoughton

Dept E207, P.O. Box 702, Mill Road, Dunton Green, Sevenoaks, Kent TN13 2YD.

books

Tinker, tailor, soldier. . .

Bill Ridgway surveys the latest careers books

Your Choice at 13+. By Michael Smith and Veronica Matthews. CRAC/Hobson Press, Bateman St, Cambridge. £1.60 + 45p p and p 86021 375 0

Working in Series. Television, Retailing, The Building Industry, With Cars, With Trucks and Buses, With Animals. Batsford £5.75 each

Choosing your Career. A Planning Guide. CMEC Box 1, Aldwych House, Bethel St, Norwich. £2.00

Careers in Teaching, Engineering, Journalism, Working with Animals. Kogan Page Ltd, 120 Pentonville Road, London N1. £2.50 each

Facing the Interview. By Clive Fletcher. Allen and Unwin £1.75 04 380023 8

Work in Local Radio. By G. C. M. Roberts. Bradford College, Great Norton Road, Bradford, 50p

Daily Telegraph Careers A-Z. Collins £1.75 0 434183 10

The Career Adviser's Summary of Graduate Opportunities. The New Opportunity Press Ltd, 76 St. James's Lane London N10 3 RD £15

The Oxbridge Careers Handbook. Oxford University Students Union £1.00

Career Development in Britain. By A. G. Watts, Donald E. Super and Jennifer M. Kidd. CRAC/Hobson's Press £9.80 (+£4.00 p and p)

That the market for careers materials is alive and kicking at a time of rising unemployment and falling educational budgets is one of life's ironies. Nevertheless it's true. Perhaps the term "growth area" has become something

of a cliché, yet I wonder if I am not wrong in applying it to the array of books, means and methodology which supply this burgeoning field. Certainly much of the hardware (and software) has been tried and tested before, but it would be a mistake to regard careers teaching - or careers books, for that matter - as static. Current publications, of which a number are reviewed here, present their differing viewpoints over a more extensive field than that of yesterday. Better produced and generous in scope, these books reflect the increased awareness of multi-level careers needs, its improved prestige - especially via its other curriculum pursuits in schools - and current thoughts on the educational concept of careers guidance.

A case in point is Smith and Matthews' *Your Choice at 13+*, now in its third edition and arguably still the most useful guide for pupils who can't decide what options to take and the teachers, counsellors and parents who try to help them. Well written and appealingly illustrated, it guides the student into the role of decision-maker. The authors explain why it is important to make the right choice, how to assess the facts and where to go for the information. A clearly-written careers guide complements, rather than supplements, the book's chief aim: to encourage the child at an early age to think positively about his plans for the future.

As far as the school-leaver is concerned, the future is already there. Batsford's *Working in . . .* series, which will find a welcome niche on many a school-library shelf, has been written by various authors, well qualified and experienced in their field, with just such a mind. Attractively produced and clearly presented, these handbooks provide a detailed assessment of the needs and expectations involved in various sorts of work. Full plate photographs provide informative breaks, and although most books in the series contain similar necessary information, stereotyped writing has been avoided. Hence David Leeming's *Trucks and*

Buses is factual/descriptive, whereas Ian Leeming's *Working in Television* is subjective/autobiographical. I found the case-studies approach of the latter particularly interesting way of imparting information to those who might balk at the idea of ploughing through "another careers book", and I'm pleased to note its more widespread adoption elsewhere. The series is expanding. Current titles also include *Hotel work, Nursing, Retailing and Working With Cars*. If there is a criticism it is that in some cases language levels could exceed the capabilities of the readership in question.

Perhaps the same criticism could be levelled at Kogan Page's *Careers in . . .* series. Aimed again at the young job-seeker, these excellent little books follow a similar pattern. Equally comprehensive, they have a more definite structure, the first part of each book dealing with the types of work available in the field (eg, of engineering) and the personal qualities and qualifications desirable, the second giving detailed information of training opportunities and courses, together with a list of useful addresses.

For those who break out in a cold sweat at the mere mention of the word "interview", Clive Fletcher's *Facing the Interview* could prove a welcome solace. Here is a total account of the interview process, its whys, wherefores, tests and the reasons for them, the reviewing of one's performance after the event - and the reasons for that. Neatly packaged, this 100 page book must be the last word on the intricacies of interviewing and being interviewed.

Comprehensiveness is also a keynote of *Choosing Your Career* (CHEC). This booklet, shortly to be offered to schools, is both forward planner and guide to future career opportunities. The self-evaluation exercises help the intelligent student form an objective assessment of his career aims, which is of great value to the careers officer whose job it is to prepare him for interview. The booklet could form a convenient schools' package, though the price in the present economic climate might preclude it from bulk-ordering.

Another useful pamphlet is Geoffrey Roberts' *Work in Local Radio*. Distinguishing briefly but adequately with the more important aspects of the work, this offering from Bradford College goes a long way towards plugging the gap in this hitherto unexplored area.

Collins' new revised edition of *Daily Telegraph Careers A-Z* still represents remarkably good value for money in its sixth year. Those who still haven't learnt of this book's existence (if there are any) will welcome the sensible way it answers the sort of questions most often asked about specific work, and its wealth of information on jobs, qualifications, and addresses. Of wide-spread application, it would be equally at home in the careers department of the local comprehensive or on the undergraduate's university book-shelf. If the latter, it could provide a worthwhile companion to *The Career Adviser's Summary of Graduate Opportunities*, or perhaps *The Oxbridge Careers Handbook*, both useful publications for the prospective graduate who needs to find out more about the employment market. While the *CASGO* book gives a full and up-to-date account of the positions open to the graduate and lists employers' names together with appropriate courses and an employment index, the *Oxbridge Handbook* presents career information through the personal views of graduates who have already entered the various professions.

Lastly, CRAC's *Career Development in Britain* should provide all those concerned in career advice, counselling and education with a relevant insight into some of the current concepts of careers guidance. Written by a variety of authors, the approaches to occupational choice, self-awareness as an influence on career development, and the equation between ability, education and occupational functioning are among some of the points raised.

Please write for inspection copies to: Hodder & Stoughton Dept E, P.O. Box 702, Mill Road, Dunton Green, Bavericks, Kent TN19 2YD

Children's literature

Home and away

Geoff Fox on Pied Pipers

Strangers in Wood Street. By Mabel Esther Allan.

Save Our School. By Gillian Cross.

Sammy's Super T-Shirt. By H. Mac-Leod Robertson.

A Donkey Called Paloma. By Nina Warner Honke.

Fishy Business. By Robert Lee.

Methuen Pied Pipers £3.50 each.

The first three of these attractive and durable books share urban settings, though when one of Mabel Esther Allan's Liverpoolian Wood Street Gang says, "Well, I vote we seek out those boys", or "Oh rot!", it doesn't sound like a Scouser. Young readers may not be worried about this at all, however, for although the plot involves runaway children and the possible loss of jobs and homes, we are not much concerned with social realism here. This is one of a series, and children read series for predictable plots with cheerful endings and equally predictable characters. Whilst the book is rather more than a kind of *Eight have Fun in the Liverpool Slums*, its intentions are modest and well-defined, and Mabel Esther Allan meets her readers' needs for a satisfying, secure read.

Gillian Cross's ear for dialogue is altogether keener, though her main characters are unusually articulate for their age, as children often have to be in stories for top juniors. Barry, Clipper and Spag are determined to prevent the closure of their school. Their plans to draw attention to its excellence through success in painting or essay competitions, football tournaments and parades come to nothing (except some moments of lively comedy) and their efforts seem as ineffectual as the more conventional protests organized by Sippy Elaine Potter's sopping mother. Inevitably, the trio are accidentally instrumental in preserving their school in the end.

Sammy's Super T-Shirt is in the tradition of *Dandy and Beano*. It is based on the screenplay of an award-winning film from the Children's Film Foundation. Not surprisingly, its humour is highly visual and, in traditional Saturday-morning-at-the-Odeon style, the plot develops into a sustained chase: young heroes, in possession of a chemically treated T-shirt which gives its wearer amazing physical powers, are pursued by crooked research scientists and a couple of schoolboy heavies. Comedies appear occur spectacularly in muddy pools, bramble patches, rivers and so on. The language is not remarkable for its freshness - phrases like "doubled up with suppressed laughter" or "pop-eyed with amazement" serve as descriptions. For that very reason, it will be easily read; for the Right Child, a lively rapid entertainment - no more and no less. (Incidentally, each of these three stories involves a single black child in

the tradition of *Dandy and Beano*. It is based on the screenplay of an award-winning film from the Children's Film Foundation. Not surprisingly, its humour is highly visual and, in traditional Saturday-morning-at-the-Odeon style, the plot develops into a sustained chase: young heroes, in possession of a chemically treated T-shirt which gives its wearer amazing physical powers, are pursued by crooked research scientists and a couple of schoolboy heavies. Comedies appear occur spectacularly in muddy pools, bramble patches, rivers and so on. The language is not remarkable for its freshness - phrases like "doubled up with suppressed laughter" or "pop-eyed with amazement" serve as descriptions. For that very reason, it will be easily read; for the Right Child, a lively rapid entertainment - no more and no less. (Incidentally, each of these three stories involves a single black child in

the tradition of *Dandy and Beano*. It is based on the screenplay of an award-winning film from the Children's Film Foundation. Not surprisingly, its humour is highly visual and, in traditional Saturday-morning-at-the-Odeon style, the plot develops into a sustained chase: young heroes, in possession of a chemically treated T-shirt which gives its wearer amazing physical powers, are pursued by crooked research scientists and a couple of schoolboy heavies. Comedies appear occur spectacularly in muddy pools, bramble patches, rivers and so on. The language is not remarkable for its freshness - phrases like "doubled up with suppressed laughter" or "pop-eyed with amazement" serve as descriptions. For that very reason, it will be easily read; for the Right Child, a lively rapid entertainment - no more and no less. (Incidentally, each of these three stories involves a single black child in

the tradition of *Dandy and Beano*. It is based on the screenplay of an award-winning film from the Children's Film Foundation. Not surprisingly, its humour is highly visual and, in traditional Saturday-morning-at-the-Odeon style, the plot develops into a sustained chase: young heroes, in possession of a chemically treated T-shirt which gives its wearer amazing physical powers, are pursued by crooked research scientists and a couple of schoolboy heavies. Comedies appear occur spectacularly in muddy pools, bramble patches, rivers and so on. The language is not remarkable for its freshness - phrases like "doubled up with suppressed laughter" or "pop-eyed with amazement" serve as descriptions. For that very reason, it will be easily read; for the Right Child, a lively rapid entertainment - no more and no less. (Incidentally, each of these three stories involves a single black child in

the tradition of *Dandy and Beano*. It is based on the screenplay of an award-winning film from the Children's Film Foundation. Not surprisingly, its humour is highly visual and, in traditional Saturday-morning-at-the-Odeon style, the plot develops into a sustained chase: young heroes, in possession of a chemically treated T-shirt which gives its wearer amazing physical powers, are pursued by crooked research scientists and a couple of schoolboy heavies. Comedies appear occur spectacularly in muddy pools, bramble patches, rivers and so on. The language is not remarkable for its freshness - phrases like "doubled up with suppressed laughter" or "pop-eyed with amazement" serve as descriptions. For that very reason, it will be easily read; for the Right Child, a lively rapid entertainment - no more and no less. (Incidentally, each of these three stories involves a single black child in

a sympathetic but not a central role. It is to be hoped that there is no editorial constraint intruding here, based upon notions of identification linked to potential markets.)

By contrast, the next three titles are set in rural contexts overseas. *A Donkey Called Paloma* is the quietly told story of a donkey's life with a poor family in Spain. There is an affectionate respect in the portrayal of the countryside and its ways, suggesting an order to events and relationships very different from the frenetic preoccupations of the modern townsman. Things can be harsh; the father dies in a logging accident, and the consequences to the bereaved family are carefully explored through several years. When Paloma is stolen, the terms of this book are such that it might well die or be killed. Responsive young readers could retain a sense of the gentle, deep rhythms of this story.

The Crimson Oak has the simplicity of plot and style of a folk tale. "It happened one day in the summer of 1739, though Peter, a peasant's son that he was . . . Peter lives in a small Russian village, where the hardship of life is exacerbated by a relentless taxation imposed by the Empress and her German courtiers. A chance meeting with the rightful heir, Elizabeth, leads Peter through a series of testing adventures, including imprisonment in Moscow's Taganka prison, to the fulfilment of his ambition to learn to read and the service of Elizabeth when she comes to the throne. The spare language matches the severity of the plot, and children attracted by the otherness of place and experience will find the book exciting.

Smoke Over Golan ought to be exciting also. It is a war story, in which a ten year old boy finds himself alone in a farm under enemy attack. The difficulty is much the same as being invited to watch a World Cup game, based on the assumption that you are passionately which side wins. For this story is set on the Golan Heights during the Three Day War. It is translated (sometimes unhelpfully) from the Hebrew, and the righteousness of "our side" and the wrongness of the enemy Syrians are implicit, despite a friendship between children from the opposing sides, and an overt message about the evil of war. Young readers may find it difficult to feel clearly orientated, and the plain account of the young central character as the narrator may work against our possible feelings of empathy or anxiety on his behalf.

The last book, Robert Lee's *Fishy Business*, is based on a single rich parody with echoes of 1007 (*Enchiridion*), *Buglari* (*There's a hook by you, kid*), *Christie* (*the cat of Polonus of Intergalli*) and the tale of *Shamless, corny* will be loved by all writers, although some of the *Rocky Horror* elements may prove elusive. *Rocky Horror* takes on a case for *Love* Angel Sweetlips which even *Enchiridion* won't touch. With the help of his faithful sidekick, he wins through though it's a close call in the end confrontation at the Okay Con. I enjoyed it from Start to Fin.

James Webster Last month saw the sudden, tragic death in a piling accident of James Webster. The educational world has lost an inspired teacher, a gifted and successful author, and a very good friend. James Webster taught for many years and then set up his own clinic for the treatment of dyslexia in Jersey at a time when the problems behind serious reading difficulties were not well recognised or understood. Later, Jeff Bevington, then editorial director of Elm and Company, contacted James Webster after seeing an article written by him in an educational journal. Out of that collaboration came James' first and most successful series - *Rescue Readers*, which continue to sell thousands of copies every year in several languages. Few schools will not count *Shorty the Hero* among their

Later *Help!* (Nelson), *Beano* (Hart Davies), *Echoes* (Macmillan) and *Rewards* (E. J. Arnold) added to the list of books that have so helped children with reading problems. James' writing gift was unique - a strong story line with cliffhanger excitement being liberally interspersed with wisecracks and often corny jokes, the sort that make adults groan, but which his underprivileged and uneducated audience relished. It may be that others emulate or imitate in this writing talent. But the friendship, good humour and sense of commitment James gave to all who worked with him, and his contribution to the cause of backward and reluctant readers, will not be replaced.

Ken Hills Richard Balkwill William Shepherd

Turning turtle

Virginia Makins on Logo, a computer language which is being tested in some schools

"If teachers go on using computers as electronic blackboards sooner or later someone is going to argue that computers can, up to a point, replace teachers."

Dr Jim Howe, head of the Department of Artificial Intelligence at Edinburgh university, is one of a growing number of people who believes that computer education has started off in a wrong and damaging direction.

They believe that computers are being used to deliver traditional educational packages, using methods that have already been unsuccessful with many children, and they think they may have a powerful alternative.

It's name is Logo. Logo is a sophisticated computer language developed in the late 1960s in and around the Massachusetts Institute of Technology. Its most famous exponent Professor Seymour Papert, a mathematician who worked with Piaget and then got interested in trying to use computers in education.

Logo's great feature is that all children - not just the bright ones - can very quickly use it to make a computer carry out their own instructions and intentions. The computer's speed and precision means that they can play with shapes, or numbers, or words, getting instant (and sometimes unexpected) results.

In the process - so Logo's supporters argue - children will very likely both develop good general problem-solving strategies, and come to understand maths or language or science.

They will also learn about computers, and the programming habits they pick up along the way will fit the requirement of the new, structured high-level computer languages used by professionals. (BASIC, the beginners' computer language that dominates work with school and home computers, has a growing army of critics who believe it is both limiting, and promotes bad programming habits.)

Until recently, Logo has needed too much computer memory to get beyond experiments in university laboratories. But now, with the rapidly lowering cost of microcomputers and memory, it is beginning to look more like a practical possibility in ordinary schools.

This year, two Logo packages are coming on to the American market - one of them for the Apple, a machine that is widely sold over here (48K of memory is needed). And next year Research Machines, the British firm that specialises in micros for education in this country, are commissioning the Edinburgh department to develop a Logo implementation for their 3802 microcomputer.

Logo's most basic manifestation is a small round robot called "the turtle" that draws shapes on the floor. It can be instructed to move forward and backward for precise distances, and turn exact numbers of degrees right or left.

Young children can use their own bodies, walking round the floor, to solve the problems of getting the turtle

to draw the shapes they want. To get things right, children have to become very precise about the angles and properties of different shapes.

A more powerful turtle draws on a video screen at high speed, following the same commands. The shapes can be rotated and reflected and spiralled, and very simple sets of commands can produce dazzling effects.

But the great strength of Logo is that, once you have worked out a procedure that draws the shape you want, you can quickly, and with minimal knowledge of programming, feed it into the computer memory so that typing one word will produce the drawing. So the computer's repertoire grows in any way you choose.

For instance a child might build procedures for BOX and TRIANGLE. Once the procedures are in the memory, they can quickly be combined in superprocedures, for example those who can be used for HOUSE.

As children grow more sophisticated, some will begin to want to introduce variables into their procedures. A few flicks of the keyboard and BOX can be changed so it requires an instruction about the length of the sides. Or you could add three required inputs - length and the number of sides and size of angles - and use it to draw any regular polygon.

Like all computer programmes, children will at first get "bugs" in their programs. When "debugging" their programs, children, it is believed, learn more mathematics, but also discover that building on mistakes is an essential part of solving problems. Inventing procedures and combining them in other procedures may help them learn to break down problems into manageable bits.

In this country, Dr Jim Howe originally tried out Logo with a bottom maths stream of ten to twelve year olds from an Edinburgh independent school.

The boys spent 50 hours over two years at the university learning to handle Logo and to use it in different ways - for mathematical and musical investigations, experiments with punched paper patterns, and controlling Meccano models.

At the end of the experiment, half the boys in the Logo group were doing better in maths than the next stream up, though it is impossible to measure how much the special circumstances of working with university people contributed to the result.

The boys' teachers felt that the whole group had an unusually cheerful view of maths, for a bottom stream, and were unusually articulate about their maths work.

A much bigger two year experiment is now running at James Gillespie, a comprehensive high school in Edinburgh. Six powerful microcomputers are installed in a classroom there, and this year half the first year intake were supposed to do one third of their maths work on the computers, using Logo.

The work is entirely under the control of the school teachers, who



Crabtree Junior School in Harpenden, where top juniors worked with a robot for a few days.

learned about Logo at the university last year. The university have designed Logo worksheets to fit in with the maths scheme, and provide some extra help in the classroom for the computer work.

Even with all the preparation and expensive hardware, it hasn't been an ideal experiment. Children were supposed to have 25 hours at the computer. In practice, they have only had six to 12 hours.

Dr Howe reckons you need 25 hours before the work shows much impact on mathematics. "We're trying to enrich the children's mental structure, and get them to understand mathematics as a process. Anything significant needs a long time to learn."

The experiment is funded for one more year. Mr John Kilday, the head of maths at the school, says that the Logo work made a useful contribution on many maths topics - angles, statistics, graphs, simple equations of lines, symmetry and reflections, negative numbers.

He also believes that it has had a good effect on the less able children's attitudes to maths. Preliminary results this term found the girls in the Logo group benefited most, doing significantly better on a test of basic mathematical attainment than the non-Logo control group.

Mrs Ena Ingles, the member of the project team most closely involved in the school, believes that the children got most from the work when they were free to try out their own ideas on the computer. But working with highly structured worksheets, they have not had much chance for free investigations - at least in school hours.

Primary teachers who have met Logo, and the turtle, seem to be in no doubt about its value in allowing children to explore mathematics. The

Edinburgh team have taken their robot turtle (controlled by a simple button box) into Gillespie's contributing primaries for a few days.

At Tollcross primary I saw a group of Primary Seven children (top juniors) racing away with programming, and building their own procedures after only half an hour with the turtle. At Brunsfield primary Mr Tom Roseburgh, a Primary Seven teacher, said the turtle had been excellent for reinforcing work on shapes and angles.

But he also emphasised that it encouraged the children to take a much more constructive view of their mistakes. "They have a terrible attitude to mistakes, especially in language - they want to rip them out of their jotters. They won't learn from them."

Logo is now beginning to drift South. The Hertfordshire Advisory Unit for Computer Based Education has this year put a version of turtle-graphics on a Research Machines micro, and borrowed one of the Edinburgh robots to try out in primaries.

Mrs Beryl Maxwell, who teaches at Crabtree Junior school in Harpenden, let a group of mathematically able top juniors do what they wanted with it. They worked out programs to draw everything from elephants to speedboats. "Before I knew where I was they were getting out protractors and squared paper. It got them describing and analysing," said Mrs Maxwell.

The turtle's potential in primaries seems clear, and one or two people are now investigating the possibility of manufacturing robot turtles, but Logo is more than turtlegraphics.

In Edinburgh, they are currently working on Logo programs to help pupils with engineering science. Undergraduates use it to explore ideas about language and patterns and intelligence.

At M.I.T. Seymour Papert and his team have devised Logo "micro-worlds" to teach everything from juggling to Newtonian physics. His recent book, *Mindstorms* (Harvester Press, 1981) describes their work.

So far there is little hard evidence about the effects of Logo. Papert is full of fascinating descriptions and anecdotes, but short on proof. Experiments over here - such as one to help teacher training students who were scared of maths - produced interesting but inconclusive results.

There clearly many practical problems in introducing Logo to secondary schools, even when Logo packages become available. While the national target is still one micro for every secondary, and existing uses of computers dig themselves into the curriculum, it's hard to see Logo making much impact.

But the computer world is changing fast, and the commercial companies and the computer hobby magazines are becoming very interested in Logo. "Logo will happen," says Dr Howe. "It's already happening."

resources

Language and litter

by Nick Thomas

Look Around the Town: First steps in understanding the urban environment

Keep Britain Tidy Group, Bostell House, 37 West Street, Brighton BN1 2RE. £8 plus £1.20 postage.

Look Around the Town is an elaborate kit for four-to-seven year olds, offering training in environmental awareness and language development, but ultimately directed at its producers' central concern: litter education. It consists of 12 master worksheets for pre-reading and writing work; 10 work cards each for beginning and capable readers; a frieze of four colour pictures, with black and white copies for colouring in; 20 flash cards introducing words and concepts; seven glove puppets to cut out and sew; "Dustbin Day", a pamphlet about refuse collection, and "Kate and Tim", a litter story book; and a book of teacher's notes.

This kit must be good, because it is based on years of Research involving thousands of children and hundreds of schools. If it induces headache or anomie, the fault lies with you alone! And indeed, there is much to be praised here, many opportunities for constructive activities, and language practice. The worksheets in particular offer a massive range of simple but stimulating activities.

Of course, there is no shortage of material to develop such skills. Old copies of Sunday colour supplements, for example. A kit like this surely needs more specific justification, and is this really provided by the obsessive concern (or so the more perceptive children will see it) of every sheet and picture with litter and rubbish?

Also, whatever justification is made must be particularly strong to counterbalance the peculiarly deep unattractiveness of the artwork throughout the kit: a nasty plasticity, not so much a presentation as a gross reduction of the urban environment, through which wander sweet little doggies and kitties, and blankly grinning humanoids, coloured arbitrarily white, black or brown.

A lot of useful work can certainly be done around urban rubbish: it is important to try to make kids aware of what happens to the contents of their dustbin or toilet bowl after it is magically removed from the immediate vicinity. The teacher's notes here, in fact, offer many useful suggestions in this area as follow up work; though it might be better to eliminate most of the pre-follow up work. The pamphlet on "Dustbin Day" is a useful outline of refuse disposal, though no more visually attractive than the rest of the kit.

The producers emphasise that only one copy of the kit is necessary for each school, assuming duplicating facilities of some sort; and it is sturdily produced, using laminated card, and intended to last through repeated use. Unfortunately, it suffers on a more metaphorical but equally important level from a dreadful, non-biodegradable synthetic quality which can perhaps be summed up by the first work card. Alongside a picture of a park:

"Draw a picture of you and your friends playing with a ball. Where is it best to play with a ball? Write it. Answer: 'in the street'; stupid because it annoys people like you."

Computer Books

Britain's biggest range at
LION MICROCOMPUTERS
227 Tottenham Court Road
London, or ring 01-680 7383

resources

Ambivalence of focus

by Nick Thomas

Communication '81
A schools project pack on communication disorders
AFASIC, 347 Central Markets, Smithfield, London EC1A 9NH. £5 including postage.

The Association for All Speech Impaired Children is known acronymically as AFASIC since aphasia is only one form of speech handicap. This ambivalence of focus also affects Communication '81, the project pack which AFASIC has produced for use in secondary schools. Some of the material is very general, and covers all the forms of language difficulty which a speech therapist might be called on to handle (in some ways, this is a speech therapist recruiting pack). But the strong emphasis throughout is on the specific problem of aphasia.

Aphasia, rather than being a mechanical or emotional difficulty, is a fundamental failure of comprehension: an inability to understand what language is about, to discriminate message from background, to identify the code. Obviously, to understand something about normal language, aphasia has been of great importance to certain language theorists: so, very usefully, the pack includes discussion of the nature of language and the normal stages of development, as well as what can go wrong with this process.

This sort of material might be very exciting for a sixth-form English class, diving down to the source for a change. A lot of the other material, though, comes across as a practical, thoughtful body of detail of fund raising, of how young people can help, basically, a trawling operation. Really the kit is prepared material, some standard leaflets - little overall unity.

Probably, though, everything here could be usefully shared out among a

school's teachers! The pack contains a specially written pamphlet, 'What is Aphasia?', which is extremely clear, though on a sophisticated level; also including a discussion of teaching methods and examples of how aphasic children sound; and two sets of 12 plasticised worksheets, rather wordy and difficult at times, and certainly needing a big injection of teacherly enthusiasm to be effective.

The worksheets cover a very wide range indeed - International Year of the Disabled, Norman Language Development, What is a Charity? There are also teachers' notes, which give several interesting ideas for games and role play to give children a sense of how it feels to be unable to communicate. And then there is an assortment of leaflets, posters and similar publicity material.

This is a difficult pack to assess. Like so many charities, quangos and such-like, AFASIC's area of activity clearly meets a perceived need. But translated into an educational project, it becomes a set of fragments referring to very separate areas of the curriculum, or even of conceptualisation. At the same time, there are 10-15,000 aphasic children in the country, mostly in normal more children with stammers, lisps, harelips and other problems. The subject is clearly important, and not otherwise treated.

There seems to be three ways to employ Communication '81 in schools. If there is sufficient liaison, the pack could be split up between say, English, social studies, and careers. Or an individual teacher with a particular interest in or concern about this area could choose to make a project out of it. Or the school general studies or liberal studies team might consider a course on communication difficulties - just because, as this pack demonstrates, it cuts across so many areas and raises so many general issues.

Cloudy aspects

by M. J. Clark

Clouds and the weather
by John Hopkinson
50-frame filmstrip with card mounts
Focus Point Filmstrips Ltd, 251 Copnor Road, Portsmouth, Hants PO3 5EE
£5.75 plus V.A.T.

Weather study is difficult to teach at an introductory level without a firm visual basis, so in a sense any new product in this field should be welcomed. In the present case, however, the welcome is somewhat less than ecstatic. The new filmstrip is launched onto a market which already has a fair degree of choice, but compares favourably with the competition only in terms of technical photographic quality. This itself is an important consideration with the 45 frames devoted to cloud photographs, so that a specialist with a clear pre-existing idea of the framework of interpretation and application within which to use such pictures could well justify purchase of the filmstrip. Others will be less easily convinced.

The five colour artwork frames on weather are at best of dubious value.

The Bibliographic Services Division of the British Library has published a supplement to the British Catalogue of Audiovisual Materials. The first experimental edition of BCAMV, published in 1979, contained bibliographic records from the British Library/Inner London Education Authority Learning Materials Recording Study. Since the completion of that study the Bibliographic Services Division in collaboration with the Council for Educational Technology for the UK, has been processing data for this Supplement.

The types of materials listed in the catalogue remain much the same as in the first experimental edition including slides, filmstrips, spoken word sound recordings, tapes, cassettes, and educational kits. Some, but not materials, are also covered, e.g. portfolios, posters,

and at worst take artistic licence to an extreme where it verges on gross misrepresentation of both scale and process. It is, in any case, unlikely that a course advanced enough to require illustration of 45 cloud scenes would also find a place for such a simplistic introduction.

The apparent absence of careful product planning and market research is reinforced by the accompanying duplicated notes, which offer little more than frame titles except for the five general pictures, where the notes rival the artwork for shallowness.

Teachers who expect some thought as well as pictures for their money will probably be aware of Meteorology: Clouds from Hulton Educational, which has a substantial, if typographically flawed, handbook, and Cloud Forms parts A and B from Diana Wylie, which offers a genuine fusion of pictorial and conceptual analysis.

Nor can economy be used as an excuse, as is shown by 'Stratiform clouds and their significance' from the Rickitt Encyclopedia of Slides, which packs a wealth of information and guidance into the two sides of a single slide.

The major exclusions are 16mm film, video recordings and musical sound recordings. The first two are listed in the British National Film Catalogue, published by the British Film Institute. Materials produced overseas are included only if they are distributed in the United Kingdom.

The information in the catalogue will be added to AYAMARC, the audiovisual materials file of the Blaise (British Library) Automated Information Service on-line service. This file at the moment contains the 5300 items which are listed in this first experimental edition.

The catalogue is available from the British Library, 2 Sheridan Street, London W1V 4BH, price £12.50. Copies of the first experimental edition are also available, price £15.00.

media

Funny numbers

Maire Messenger discusses a mathematics series on Children's Television

One of the most original and successful information programmes on children's TV is *Think of a Number* (BBC1) presented by Johnny Ball. Johnny Ball believes that comedy and number can be linked. He has always been fascinated by maths and numbers - although he has no formal academic qualifications. *Think of a Number* grew out of an idea he had for a programme about puzzles: word puzzles, number puzzles, tricks.

"The trouble with doing puzzles on television, is that you have to have five minutes of blank screen while the children work them out. Or else you have to ask them to write in with the answers or wait until next week. That wouldn't work - we had to wrap something round the idea."

The fact that almost "absolutely everything we see can be explained by basic mathematical principles, based on only nine numbers" is the show's starting point. Wheels, glass, muscle power, chemical elements, dimensions, sound, the theory of relativity, "indeed, the whole of the known universe," says Johnny Ball, with characteristic waving enthusiasm, are explicable in terms of numbers.

Many of the subjects, and the maths underlying them (pi, in the wheels programme, for example) are staples of the classroom - but both Ball and Albert Barber, the programme's producer, strongly deny any attempt to take over a directly didactic role. They point out that they can "leave the boring things out; we don't have to follow a curriculum."

Certainly, their methods could not always be easily duplicated in the average classroom - for example, wheeling on a massive, newly-invented turbine aero-engine, or a space-module, or a special electric car for disabled people. They also use valuable historical pieces of technology - such as Faraday's first electric engine.

The studio audience is an important element of the programme. It is made up of 11-13 year olds. Viewers, it is hoped, identify with the children in the studio and the audience also gives Ball the feedback that he, as an entertainer, thrives on. Telling the most appalling jokes and puns Ball leaps from one model to another, explaining and demonstrating.

His idea is to take familiar elements in children's lives and culture and use them to illustrate difficult abstract concepts. "It's no use going round a power station and talking about the maths if you don't relate it to the electricity at home," he says.

The programme has to work hard for the privilege of being in the studio -

riding off-centre bikes, blowing up balloons, lifting heavy weights, being asked to solve puzzles and co-operate in tricks.

The original puzzle idea remains: each week Johnny performs a trick and invites viewers to write in for the explanation. As many as three thousand letters will arrive after such an invitation - and each letter-writer gets the answer to the puzzle, plus advice on practical activities, tricks, number games, addresses of museums with material relevant to the programme, and suggestions for further reading.

The third series of *Think of a Number* is currently being repeated on BBC1 (it finishes on July 29th) and a second series of its follow-up programme, *Think Again*, starts in the autumn. *Think Again* is about "subjects that we all take for granted in everyday life" - for example, the water system; the programme about this included a tour around various lavatory systems. It also tackled, in its first series, the controversial subject of explosives.

Think Again concentrates more on technology than on mathematics, but the third 'Think' project, which goes out on five consecutive days in September this year, returns to pure numbers. This is called *Think Backwards* and features two numbers in each programme, starting with 10 and 9 and working down to two and one.

In it, Johnny demonstrates how a particular number affects our lives in all sorts of ways: the decimal system of measuring for ten, for example, or the seven weekdays for seven, or the magical pentagon for five and the eternal triangle for three. Running each programme on consecutive nights is an experiment which Ball and Barber hope will work, as they have many other 'Think' ideas up their sleeves.

Johnny Ball is often asked to lecture to school PTAs, to groups of students and to scientific organisations. He has also devised his own 'Think of a Number Roadshow' which he has been taking round the country to various theatres and which has attracted large, enthusiastic audiences of schoolchildren. *Think of a Number* has won two awards, one British, one international, and *Think Again* is in line for another.

Many modern children already know that maths and science can be fun and exciting - but perhaps one of *Think of a Number*'s most valuable achievements is in helping their parents to realise this too.

(Further information from 'Think' Office, BBC Children's Programmes, London W1A 1AA.)

Shakespeare translated

by Martin Goldsmith

ETV
Shakespeare in Perspective
An occasional series on BBC-2

It may be that future literary historians will see the 1980s as a turning point in the history of Shakespeare criticism. It is a period when the Shakespearean canon is being re-examined, and when the idea of a 'Shakespearean canon' is being challenged. The series 'Shakespeare in Perspective' is a living, breathing, and growing body of work. It is a series of personal, subjective, and often controversial, views on Shakespeare. It is a series of essays, lectures, and discussions, which are presented in a way that is both accessible and engaging. It is a series that is worth watching, not just for its content, but for the way it is presented.

The BBC's Shakespeare is, thus, a double-edged sword. It is a series that is both accessible and engaging, but it is also a series that is often controversial. It is a series that is worth watching, not just for its content, but for the way it is presented.

The humanity of Shakespeare's characters is truly eternal. But without an academic gloss in sub-title, it is no longer possible to act this humanity properly - so that actors and directors resort to random business and intention.

Shakespeare in Perspective is a series of essays, lectures, and discussions, which are presented in a way that is both accessible and engaging. It is a series that is worth watching, not just for its content, but for the way it is presented.

The BBC's Shakespeare is, thus, a double-edged sword. It is a series that is both accessible and engaging, but it is also a series that is often controversial. It is a series that is worth watching, not just for its content, but for the way it is presented.

Briefings

Radio & tv

Open University

The Three Sisters (Saturday, 11.25 BBC2)

A complete performance of the third act of Chekhov's play preceded by a short scene from Act II. *Northcliffe Community School* (Sunday, 8.55, Thursday, 07.30 BBC2)

How do the educational aims of the state school compare with those of Dartington Hall? *Knottley Fields II - Whose Time?* (Tuesday, 18.05 BBC2)

A simulation of events at a fictional school looks mainly at the management of a new course - "Expression and Communication".

The Two Worlds (Friday, 06.35 VHF) Extracts from the conversation of children of factory workers and those of university lecturers are presented and analysed, and their differences considered.

Bestseller (Saturday, 22.15 Radio 4) In the last of this series examining great books of the world, Philip Thick takes on the exacting task of discussing Marcel Proust's *Remembrance of Things Past*. *Can We Make Jobs?* (Sunday, 16.00 VHF4)

Two community enterprises, both helping to train and employ long unemployed people: Lambeth Industries let off units in small businesses, Govan Enterprises is a multi-purpose community owned company.

Principles of Counselling (Sunday, 17.00 VHF4) Highlights the skills required for counselling and suggests practical ways for teachers and others to test out and apply them.

In The Beginning (Tuesday, 19.30 Radio 4) Scientists and theologians from different backgrounds examine the case for Darwin's theory of evolution, and for the story of the Creation as the Bible.

Talking about Music (Tuesday, 22.30 Radio 4)

In a new series, Antony Hopkins discusses some works to be relayed from this year's Proms. *Backyard Safari* (Thursday, 18.30 BBC2)

David Bellamy sets off on an exploration of his own backyard. *Picasso - Creator or Destroyer?* (Thursday, 19.30 Radio 3)

A documentary reassessing Picasso's life and work, on the eve of a special exhibition at the Hayward Gallery.

Classified Advertisements

Index to Appointments Vacant, Wanted and other classifications

Appointments vacant

Nursery Education

Headships

Primary Education

Headships

Deputy Headships Senior

Masters/Mistresses

Scale 2 Posts

Scale 1 Posts

Middle School Education

Headships

Mathematics

Music

Physical Education

Science

Other than by Subjects

Secondary Education

Headships

Deputy Headships Senior

Masters/Mistresses

Remedial Posts

Scale 1 Posts

Scale 2 Posts

Scale 3 Posts

Scale 4 Posts

Scale 5 Posts

Scale 6 Posts

Scale 7 Posts

Scale 8 Posts

Scale 9 Posts

Scale 10 Posts

Scale 11 Posts

Scale 12 Posts

Scale 13 Posts

Scale 14 Posts

Scale 15 Posts

Scale 16 Posts

Scale 17 Posts

Scale 18 Posts

Scale 19 Posts

Scale 20 Posts

Scale 21 Posts

Scale 22 Posts

Scale 23 Posts

Scale 24 Posts

Scale 25 Posts

Scale 26 Posts

Scale 27 Posts

Scale 28 Posts

Scale 29 Posts

Scale 30 Posts

Scale 31 Posts

Scale 32 Posts

Scale 33 Posts

Scale 34 Posts

Scale 35 Posts

Scale 36 Posts

Scale 37 Posts

Scale 38 Posts

Scale 39 Posts

Scale 40 Posts

Scale 41 Posts

Scale 42 Posts

Scale 43 Posts

Scale 44 Posts

Scale 45 Posts

Art and Design

Careers

Classics

Commercial Subjects

Domestic Subjects

Economics

English

Geography

History

Mathematics

Modern Languages

Music

Pastoral

Physical Education

Religious Education

Science

Social Studies

Speech and Drama

Technical Studies

Other than by Subjects

Appointments in Scotland

Scale 1 Posts

Scale 2 Posts

Scale 3 Posts

Scale 4 Posts

Scale 5 Posts

Scale 6 Posts

Scale 7 Posts

Scale 8 Posts

Scale 9 Posts

Scale 10 Posts

Scale 11 Posts

Scale 12 Posts

Scale 13 Posts

Scale 14 Posts

Scale 15 Posts

Scale 16 Posts

Scale 17 Posts

Scale 18 Posts

Scale 19 Posts

Scale 20 Posts

Scale 21 Posts

Scale 22 Posts

Scale 23 Posts

Scale 24 Posts

Scale 25 Posts

Scale 26 Posts

Scale 27 Posts

Scale 28 Posts

Scale 29 Posts

Scale 30 Posts

Scale 31 Posts

Scale 32 Posts

Scale 33 Posts

Scale 34 Posts

Scale 35 Posts

Scale 36 Posts

Scale 37 Posts

Scale 38 Posts

Scale 39 Posts

Scale 40 Posts

Scale 41 Posts

Scale 42 Posts

Scale 43 Posts

Scale 44 Posts

Scale 45 Posts

Scale 46 Posts

Scale 47 Posts

Special Education

Deputy Headships Senior

Masters/Mistresses

Scale 2 Posts

Scale 1 Posts

Independent Schools

Classics

Domestic Subjects

Economics

English

Geography

History

Mathematics

Modern Languages

Music

Pastoral

Physical Education

Religious Education

Science

Social Studies

Speech and Drama

Technical Studies

Other than by Subjects

Appointments in Scotland

Scale 1 Posts

Scale 2 Posts

Scale 3 Posts

Scale 4 Posts

Scale 5 Posts

Scale 6 Posts

Scale 7 Posts

Scale 8 Posts

Scale 9 Posts

Scale 10 Posts

Scale 11 Posts

Scale 12 Posts

Scale 13 Posts

Scale 14 Posts

Scale 15 Posts

Scale 16 Posts

Scale 17 Posts

Scale 18 Posts

Scale 19 Posts

Scale 20 Posts

Scale 21 Posts

Scale 22 Posts

Scale 23 Posts

Scale 24 Posts

Scale 25 Posts

Scale 26 Posts

Scale 27 Posts

Scale 28 Posts

Scale 29 Posts

Scale 30 Posts

message quote ref:
4761 211-80

W GUINEA

**F FAFUA NEW
NEA**

are invited for
NIOR LECTUR-
IN PSYCHOLO-
Department of
of Philosophy. A
give a higher de-
gry. A Ph.D. or
essential for
Senior Lectures
ten should have
ound in teaching
He/she will be
sloping a prog-
eld of organiz-
gy, which is a
and status

...um differences,
psychology, cul-
turement. Super-
natural numbers
of graduated stu-
dent. Salary ac-
tually K17,000
grade II K16,045
grade I K14,195
K13,591.
...nt; grant;
proved research;
modation; family
allowance.
r 18 months per-
sonalities; en-
terprise to cover ex-
cess disability.
wish to arrange
in their home la-
be welcomed.

Applications (2)
and a curriculum
small photograph
reference, show-
ing Assistant Sec-
retary of
University of
Jamaica, Box 438,
King's College,
P.O. Box 198,
New

•

Higher Education Council, High Division, 50-51
Great Portland Street, London, W.1
Further details are
at either address.
211-80

•

of new materials
strategies for surface
a SAW) devices
processing.

who have, or ac-
a First Class or
Class Honours
Physics, Electronics
Electrical, or Com-
puter Science, at
Leeds, Department
of Engineering, Uni-
versity of Leeds, Le-
eds, LS2 9JT. Tel: 0532
251122/251123-50

Education

CLUBS require a
of Lecturer III to

sons) involves highly motivated volunteers with no prior experience. The Co-ordinator is a teaching expert with a car licence from the Central Motor Driving Academy, Avenida, Harare. Tel: 274 5294. Closing date for this advert: 14/7/91. 851-80

1

[1982]
and experience
Hockey, Netball

polytechnic,
52355.

TESM203

• •

100

THE TIMES EDUCATIONAL SUPPLEMENT 10.7.8

BAHAMAS
ST. AUGUSTINE'S COLLEGE
 Nassau
 Requires a graduate CHEMISTRY teacher for September 1981. PCEC or other and expatriate phone 511-80
 For further details please phone 511-80
 01-347 8162 after 7pm. (14816)

GERMANY
 Qualified English Teacher required for private school in Solingen (nr Düsseldorf), preferably male and over 25, from Sept. 1st, 1981. Apply to Benedikt Schöling, Schillingbauer Str. 179, 5630 Solingen. (04181) 311-80

GERMANY

ENGLISH LANGUAGE
For my two sons of 10 and years I seek young woman, beginning September 1, who speaks English as English Teacher. Apartment available.

Please apply giving qualifications and experience with recent photograph.

F.O. Box 2205 D-285
Bremerhaven, Germany. 108417

Applicants will be sent full particulars and background information on teaching in Botswana. Closing date: 20 July 1981.

BERGER PAINT

Details and application forms from the
Education (YCS), Shire Hall, Shinfield Park
9XE (s.a.e.). Closing date 24th July.

addressed envelope from the Secretary
for Education, Room 207, County
Truro. Closing date for applications
July, 1981.

WILLIS TOWERS WATSON

The Head of Department is expected to be active interest in extra-curricular activities and

ment has responsibility, under team of about 8 senior fire-
The successful candidate
with the College Director or
of the Department to all
of instruction and the range
responsibilities will include
of management training and
about the College, advising and
the overall design of
vision of resources and general
her duties will include
performances of the
specific and significant personal
to the College and Motivation on
the College and the Fire
Department of programs or
equipment for the fire service.

A unique opportunity has arisen for a highly experienced minimum of 6 years' in a similar training position

person to become Principal of our Client's Industrial Training Centre.

This extremely demanding and highly prestigious position will only be suitable to applicants who can satisfy the following requirements:

- * BSc in Engineering
- * Post-graduate qualifications in technical training
- * 12 years' related experience—

- * Experience in Petro-chemical industry and Middle East highly desirable
- * Aged over 40 years—anyone younger is unlikely to have had the relevant experience or possess the necessary maturity

The successful applicant can look forward to a salary reflecting the extreme importance of the position plus considerable associated benefits.

Manpower Resources Ltd

Applications, in strictest confidence, together with a curriculum vitae, should be marked for the attention of the Recruitment Department, Jewellery Mahpower Resources Ltd., A Division of D. R. Jewellery Services Limited, West End House, 11 Hills Place, London W1. Tel: 01-734 9201. Tx: 265951

MIND Hexham Road, Walbottle,
Newcastle upon Tyne NE16 8HW
Telephone: 0191 2612262

**ASSISTANT PRINCIPAL –
RESIDENTIAL SOCIAL WORK**
Salary N.J.C. Grade 7 points 33-36 (under review)
(Currently £7,998 - £8,727 p.a.)

This non-maintained residential school for emotionally-disturbed young children requires a resident Assistant Principal to lead a team of 17 residential social workers. Duties of post will include responsibility for the management of department, for the continued development of all child practice and for the maintenance and development of individualised care and treatment programmes. The task of school is a rehabilitative one and the person appointed will work in close cooperation with senior colleagues in Educational Services.

Qualifications for this post will include considerable experience in the residential treatment of disturbed youngsters, appropriate training preferably at an advanced level and professional managerial experience. (unfilled) two or three bed room

Application forms, and further details are available from the Principal at the school. For appointment to visit for informal discussion concerning this post, contact Mr. R. Stansfield, Principal.

Primary Education
Deputy Headteacher **Vanua**

To deputise for Headteacher and to teach a class including expatriate children; to undertake advisory duties with local advisers and primary schools; to assist teachers develop their own teaching standards. Applicants, aged 30-55, should have a Teacher's Certificate and preferably a degree and some teacher training experience; at least three years' primary teaching experience and preferably held a post of responsibility. The post would be suitable for a married couple teaching team as local primary teaching available. Previous overseas experience would be an advantage and the applicant should be able to perform household maintenance tasks.

Appointment 22 months. Salary in range £7,996-£12,179 pa. Including an allowance normally tax-free in range £4,716-£7,110 pa. Gratuity 25% pa of basic salary. Other benefits include free family passages, children's education allowance and subsidised accommodation. An appointment grant of up to £300 and an interest free car purchase loan of up to £2,400 may be payable in certain circumstances. Superannuation rights may be safeguarded. Applicants should be citizens of the United Kingdom.

To teach over age range 5-15 and children of varying abilities: experience in secondary to CSE and primary

Applicants, aged 24-30 but older candidates may be considered, should be trained teachers qualified in English Geography and RE to CSE level and possibly also Art and Craft. An interest in outdoor pursuits would be an advantage.

Appointment 24-36 months. Salary in range £5,670-£10,800 per annum including an allowance, normally tax-free in range of £4,548-£9,060 per annum. Terminal gratuity of 2% of basic salary.

Other benefits include free family passages, children's education allowances and subsidised accommodation. An appointment grant of up to £300 may be payable in certain circumstances. Superannuation rights may be safeguarded. Applicants should be citizens of the United Kingdom and Colonies. (REF: 389J).

To advise and plan the education course for students; conduct in-service training courses and teach Education Components to students; undertake assessment and

Components to students, undertake assessment and grading of probationary teachers. Applicants, aged 35-55 should have an appropriate Degree and a teaching qualification. Experience of primary teacher training and primary school teaching also necessary.

Appointment 2 years. Salary in range £5,934-£11,728 including an allowance, normally tax-free in range £4,278-£8,304 per annum. Terminal gratuity 25% of basic salary.

Other benefits include free family passages, children's education allowances and subsidised accommodation. An appointment grant of up to £300 and an interest free car purchase loan of up to £2,400 may be payable in certain circumstances. Superannuation rights may be safeguarded. Applicants should be citizens of the United Kingdom.

For full details and application form please apply, stating clearly post applied for, quoting relevant reference number, and giving details of age, qualifications and experience to:—



**Recruitment Executive,
OVERSEAS DEVELOPMENT ADMINISTRATION,
Room 351 Abercrombie House.**

ODA **Englisham Road, East Kilbride.**
Glasgow G75 8EA. **TE**
HELPING NATIONS HELP THEMSELVES

